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ABSTRACT

Contained in this report is the final evaluation for the Neighborhood Educational Cultural Centerette Project. Objectives of the research project were to: (1) investigate, experiment with, create, and evaluate methods of instruction curriculum, and materials; analyze pupil learning styles and teacher-teaching styles; and to provide staff growth and development through continuous inservice programs; (2) help students achieve their academic potential by providing a selected staff and ultra-modern facilities to eliminate medical, dental, nutritional, psychological, and learning problems; (3) provide the community with a trained staff and 'home-like' facility to meet their needs seven days a week; and (4) provide an early childhood laboratory to develop new methods of instruction, to design appropriate curriculums of learning for economically disadvantaged students, to create new grouping procedures, and to better understand child growth and development of children ages four through eight. Content is organized under the following topics: inservice project, child growth and development, guidance services, psychological services, medical research, dental research, and the community school. Within each topic procedures and results are discussed for the major objectives as stated above. Tables, charts, report forms, and bibliographies further elaborate the information. [Not available in hardcopy due to marginal legibility of original document.] (BL)

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DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

FINAL EVALUATION FOR

THE NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE
757 N. W. 66th STREET
MIAMI, FLORIDA 33150

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NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE

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FINAL EVALUATION FOR

THE NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE
757 N. W. 66th STREET
MIAMI, FLORIDA 33150

Dr. E. L. Whigham, Superintendent

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DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLORIDA 33132

Table of Contents

Introduction..... 2
Erwin B. Marshall - Project Manager

Purpose of the Project..... 6
Erwin B. Marshall - Project Manager

Research: Inservice Project..... 8
Patricia Frost

Research: Child Growth and Development..... 40
Charles Angel

Research: Guidance Services..... 58
Geraldine Davis

Research: Psychological Services..... 75
Jerry Goldsmith

Medical Research..... 90
Afraya Behal, M. D., Juanita Mann, R. N.

Dental Research..... 94
B. C. Shubert, D. D. S., Elsie Johnson, Dental Assistant

Research: Community School..... 98
Franklin Clark

Appendices: A, B, C, D, E, F..... 112
Patricia Frost

The Final evaluation report for the Neighborhood Educational Cultural Centerette Project (Primary School "C") was assembled and edited by Patricia Frost under the direction of the Project Manager, Erwin B. Marshall.

Introduction:

Educators throughout the United States now recognize the importance of early childhood education (ages four through eight), thus channelling local, state, and national funds in this direction. Arnold Gesell in 1925 ("The Mental Growth of the Pre-school Child", New York: Macmillan Company, 1925) said, "...The brain grows at a tremendous rate during the pre-school age, reaching almost its mature bulk before the age of six... The mind develops with corresponding velocity. The infant learns to see, to hear, handle, walk, comprehend, and talk. He acquires an uncountable number of habits fundamental to the complex art of living. Never again will his mind, his character, or his spirit advance as rapidly as in this formative pre-school period of growth. Never again will we have an equal chance to lay the foundations of mental health."

Benjamin Bloom, who published one of the ten most significant educational research findings in the past ten years (Executive, Action Letter, Croft Educational Services, Volume 6, Number 10, May, 1967), reviewed almost 1000 studies of selected human characteristics of young children. He established specific laws of development rather than trends. Bloom says, "The environment will have maximum impact on a specific trait during that trait's period of rapid growth" ages 0 through 6 (Stability and Change in Human Characteristics, New York:

John Wiley and Sons, Incorporated, 1964).

Bloom, Thorndike, Thuston, Heines say that in terms of measured intelligence at age 17, 50% of the development takes place between birth and age 4, 30% between ages 4 and 8, and 20% between ages 8 and 17. As much development takes place during a person's first four years of life as the next 13 years. When the early environment is not conducive to growth and children go directly into the first grade from the home, one can measure a 20 point Intelligence Quotient deficit (known as a "cumulative deficit"). One can hypothesize from Bloom's studies that a more extensive and effective early childhood environment is needed.

The Neighborhood Educational Cultural Centerette Project, August, 1966 through August, 1969, was designed to investigate and experiment with educational issues which are prevalent in this decade. Hopefully, the results of this project would be considered when involving young negro students, ages four through eight, and their families in today's educational process. The following statements, as written by John I. Goodlad, "The School vs. Education", Saturday Review, April 19, 1969, illustrates the setting at the Neighborhood Educational Cultural Centerette. "First, teaching would be characterized by efforts to determine where the student is at the outset of instruction, to diagnose his attainments and problems, and to base subsequent instruction

on the results of this diagnosis. Second, learning would be directed toward "learning how to learn", toward self-sustaining inquiry rather than the memorization and regurgitation of facts. Third, this inquiry would carry the student out of confining classrooms and into direct observation of physical and human phenomena. Fourth, classrooms would be characterized by a wide variety of learning materials-records, tapes, models, programed materials, film strips, pamphlets, and television-and would not be dominated by textbooks. Fifth, attention to and concern for the individual and individual differences would show through clearly in assignments, class discussions, use of materials, grouping practices, and evaluation. Sixth, teachers would understand and use such learning principles as reinforcement, motivation, and transfer of training. Seventh, visitors would see vigorous, often heated, small and large group discussions, with the teacher in the background rather than the forefront. Eighth, one would find rather flexible school environments-marked by little attention to grade levels-and extensive use of team-teaching activities involving groups of teachers, older pupils, parents, and other persons in the teaching-learning process."

To achieve this type of environment the Neighborhood Educational Cultural Centerette Project spent $802.10 per student, per year, as compared with the Dade County Board of Education cost per student

of $607.00 for the school year, 1968-1969. The estimated operating budget for the Neighborhood Educational Cultural Centerette Project was $109,595.00 for the first year, $325,620.00 for the second year, and $277,520 for the third year of operation.

The success of any educational endeavor depends upon the teaching teams' abilities and the support from the administrative staff. At this time I should like to express my sincere appreciation to the following persons who were instrumental in helping to achieve the objectives of the Neighborhood Educational Cultural Centerette Project.

Mrs. Patricia Frost.....Inservice Director
Mrs. Agenoria Paschal.....Assistant Principal
Mrs. Mattie Blake.....Assistant Principal
Mr. Clifford Matthews.....Community School Director
Mr. Franklin Clark.....Community School Director
Mrs. Audrey W. Lederman.....Team Leader
Mrs. Cleomie Bloomfield.....Team Leader
Mr. Charles Angel.....Child Development Specalist
Mrs. Geraldine Davis.....Guidance Services
Mr. Jerry Goldsmith.....Psychological Services
Dr. Afraya Behal.....M. D.
Mrs. Juanita Mann.....R. N.
Dr. B. C. Shubert.....D. D. S
Miss Elsie Johnson.....Dental Assistant
Mrs. Mildred Graefe.....Secretary
Mrs. Joanne Reed.....Secretary And the entire instructional staff. Special thanks to:
Mrs. Leila Olliff.....Secretary
Mrs. Elizabeth Martinez.....Secretary
For typing this extensive evaluation report.

Erwin B. Marshall

Erwin B. Marshall, Project Manager
Neighborhood Educational Cultural
Centerette

Purpose of the Project·

The Neighborhood Educational Cultural Centerette Project, 757 Northwest 66th Street, Miami, Florida , was conceived of and developed by administrators and teachers from the North Central District, Dade County Board of Education, and citizens residing in the community. The philosophy and objectives were based on the needs of the community and the 1965 Community Action Program Survey.

This federally funded laboratory school is located in a densely populated Negro area of Miami, Florida. The geographic area has been labelled a 'poverty pocket" by the Dade County Community Action Program (formed under the Economic Opportunity Act) due to inadequate housing facilities, family disintegration, low educational and aspirational levels of parents, high percentage of health deficiencies, lack of consistent employment, high percentage of public welfare recipients, and intellectual apathy.

The objectives of the research project were to·

(1) investigate, experiment with, create, and evaluate methods of instruction, curriculum, and materials: analyze pupil learning styles and teacher-teaching styles· and to provide staff growth and development through continuous inservice programs·

(2) help students achieve their academic potential by providing a selected staff and ultra-modern facilities to eliminate medical, dental, nutritional, psychological, and learning problems;

(3) provide the community with a trained staff and 'home-like' facility which will meet their needs seven days a week, from 7:30 a.m. until 10:00 p.m.;

(4) provide an early childhood laboratory for the Dade County Board of Education to develop new methods of instruction, to design appropriate curriculums of learning for economically disadvantaged students, to create new grouping procedures, and to better understand child growth and development of children ages four through eight. The centerette was to also serve as a dissemination center.

Research: Inservice Project, Patricia Frost, Inservice Director

Objective I: Staff Growth and Development

An individualized inservice program for each staff member, planned and directed by the inservice director, would help each individual grow professionally and become intellectually curious; this would in turn provide each learner with a more resourceful and competent instructional team.

Procedure: Summer Inservice Seminar

Immediately after the selection of the instructional staff, the inservice director planned and directed a six week, all day, seminar from June, 1968 through July, 1968. The areas of emphasis were: human relations, systematic observation, and individualization of instruction and curriculum for students and teachers. Through open group discussions, lectures, film series, workshops, and individual conferences with the inservice director and nationally recognized multi-racial consultants, the instructional staff was given the opportunity to investigate social-racial issues, attitudes and values of different economic and cultural groups, and inner city school problems. Consultants and their topics of investigation are listed in Appendix A: Inservice Project Consultants.

The instructional staff was divided into two rotating groups during the summer seminar. Each group worked three weeks, 8 hours a day, in a clinical experience with 75 multi-aged students, and three weeks, 8 hours a day,

in an investigative inservice experience.

The inservice seminars were supplemented by audio-video taping sessions of the teaching team's learning environment. Each situation was analyzed by the teachers using the Ned Flanders' Interaction Analysis Instrument. The inservice director and consultants discussed and analyzed the tapes with the teacher or an instructional team only at their request. The tapes were never used as evaluative data by the inservice director or the administrative team.

In addition, each teacher was given a battery of "Self Evaluation Inventories" which were analyzed and discussed with each participant. The inservice director felt that self evaluation and awareness of one's behavior patterns and the total learning environment was the key to "change" and staff development. The broader the frame of reference an individual teacher had the easier it was to evaluate his learning environment.

The following "Self Evaluation Inventories" were administered to the 30 professional and paraprofessional participants in the summer seminar:

1. Survey of Interpersonal Values, Leonard V. Gordon, Chicago, Illinois:Science Research Associates, Inc., 1960

2. Survey of Personal Values, Leonard V. Gordon, Chicago, Illinois:Science Research Associates, Inc., 1964

3. Minnesota Teacher Attitude Inventory, Form A, Cook, Leeds, Callis, New York, New York:The Psychological Corp., 1951

4. 16 P. F. Test, Form A, Champaign, Illinois:The Institute For Personality and Ability Testing, 1962 edition

5. Teacher Attitudes and Cultural Differentiation, T. B. Edwards, Berkeley, California:University of California, 1966

6. Remote Associates Test, Adult Form 1, 2, Sarnoff Mednick, Martha Mednick, Boston, Massachusetts:Houghton Miflin Company, 1967

7. A-F Individualized Inservice Survey, Mildred Augenstein, Patricia Frost, Miami, Florida, 1968

Of the 30 participants in the summer seminar 14 were going to be on the staff of the Neighborhood Educational Cultural Centerette, 8 were going to be working in the fall with the eight and nine year old students from the Neighborhood Educational Cultural Centerette at the "receiving school", Holmes Elementary School, and 8 were going to be on the staff of Project Follow-Through at Little River Elementary School. The following test data, Table I, describes the instructional population during the summer seminar.

Table I: 16 P. F. Test Profile* (arranged on a continuum)

A.	Reserved	31.6%	42.1%	26.3%	Outgoing
B.	Less intelligent	0.0%	21.0%	79.0%	More intelligent
C.	Affected by feelings	26.3%	58.0%	15.7%	Emotionally stable
E.	Humble	21.0%	26.3%	52.7%	Assertive
F.	Sober	5.2%	26.3%	68.5%	Happy-go-lucky
G.	Expedient	31.6%	37.0%	31.4%	Conscientious
H.	Shy	10.5%	21.0%	68.5%	Venturesome

I.	Tough-minded	47.4%	31.6%	21.0%	Tender-minded
L.	Trusting	31.6%	52.6%	15.8%	Suspicious
M.	Practical	52.6%	31.6%	15.8%	Imaginative
N.	Forthright	31.6%	37.0%	31.4%	Shrewd
O.	Placid, self assured	52.6%	37.0%	10.4%	Apprehensive
Q_1.	Conservative	26.3%	26.3%	47.4%	Experimenting
Q_2.	Group dependent	37.0%	31.4%	31.8%	Self sufficient
Q_3.	Undisciplined self conflict	25.3%	37.0%	37.7%	Controlled
Q_4.	Relaxed	47.4%	37.0%	15.6%	Tense

Teachers and the teacher aides were included in the N (number) at the Neighborhood Educational Cultural Centerette since both groups of individuals work directly with the students.

The inservice director has chosen to report the data collected from only one of the seven tests administered since this test basically describe the instructional population involved in the summer seminar.

Results:

By the last week of the summer inservice seminar all the participants were able to:

1. Competently use the Flander's Interaction Analysis Instrument for systematic observation of the learning environment;

2. Plan their own individualized inservice program for the academic year as determined by the A-F Individualized Inservice Survey, audio-video tapes, and seminar issues;

3. Select the area of the curriculum they (teachers from the Neighborhood Educational Cultural Centerette) wanted to specialize in;

4. Systematically and objectively select team-mates; and

5. Develop individualized packets of learning.

Early childhood education and human relations issues were disseminated to educators from private, public and federally funded schools by their personal involvement in the planned summer seminar. There were approximately 120 people involved daily in the investigative section of the seminar.

Multi-media materials, such as audio-tapes, audio-video tapes, single concept films, slides, and tranparencies were developed by the instructional staff for further inservice use during the academic school year. All materials were to become a part of the multi-media inservice library in September.

Procedure: Preservice Training Program

The inservice director programmed a week-long preservice program, August, 1968, for only the staff at the Neighborhood Educational Cultural Centerette which included daily team conferences and one group inservice workshop. The group inservice workshop was designed to review school objectives, tasks, and roles for the academic year. The individualized team preservice sessions emphasized:

1. Environmental conditions necessary for individualization of instruction and curriculum
2. Flexible scheduling and grouping
3. Diagnostic tools necessary to evaluate pupil's achievement level and learning style
4. Learning programs for 4 year old children. None of the teachers had worked with this age group prior to this time.
5. Facility utilization

During this preservice program the inservice director also planned individual conferences with every staff member to discuss their plans for academic involvement with a local institution of higher learning and in some cases, plans to receive a high school equivalency diploma. Programs of study were designed with each staff member for the academic school year.

This topic was discussed periodically throughout the year.

Results:

1. Staff differentiation as developed by the Neighborhood Educational Cultural Centerette staff through the summer inservice project and the preservice training program was designed to "match" individuals who had certain abilities and interests to specific tasks as determined by the objectives of the total project. Although all staff members (this included aides, custodial help, interns, doctor, dentist, nurse, technician, etc.) were involved in the majority of the decision-making issues and in continuous reevaluation of the objectives of the project there was a hierarchy of roles. The responsibilities of each role determined the monetary supplements received.

Differentiated Staff Categories: 1968 - 1969

* = part time assistance

| = job responsibility

Administrative
1 Project Manager
1 Assistant Principal
1 Inservice Director
1 Community School Director

Inservice
1 Inservice Director
1 National Teacher Corp Leader

Guidance
1 Psychologist
1 Child Development Specialist
1 Visiting Teacher Counselor

Medical
*1 Medical Doctor
*1 Dentist
1 Nurse
1 Dental Assistant

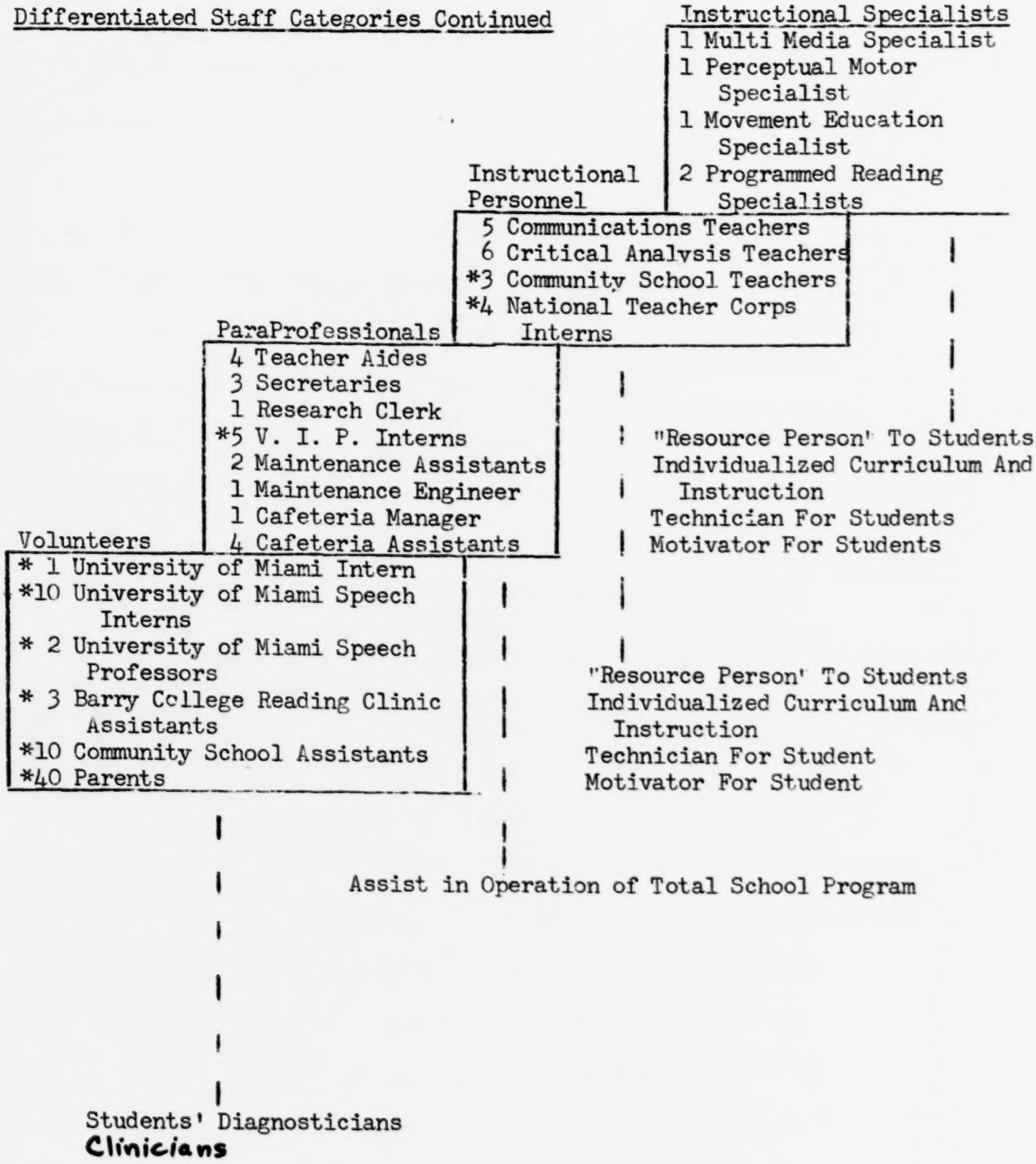
Management and Operation Of Project

Individualized Curriculum
Staff Development
Early Childhood Education
Dissemination

"A-Typical Learning Program"
Psychological Data On Each Student
Social Behavior-Pattern Programs

Alleviate or Prevent Medical Problems
~~Alleviate or Prevent Medical Problems~~

Differentiated Staff Categories Continued



2. Each staff member enrolled in a "course of study" at a local institution after school hours. This involvement awarded many individuals more money, a higher academic degree, and/or an academic background relevant to their existing jobs.

a. Six Para Professionals were involved in a high school equivalency program three evenings a week, for 1 year.

b. Four Teacher Aides were enrolled at Miami Dade Junior College, taking one early childhood course each semester.

c. Five V. I. P. Interns were enrolled as full time evening students at Miami Dade Junior College for the year.

d. Fourteen Instructional Personnel and Specialists were enrolled in courses at Barry College, Florida Atlantic University, and University of Miami· i.e., Taba Social Studies Course, AAA-S Science, Early Childhood Education, Negro History and Culture, Packaged Instruction, Administration and Supervision.

e. The total Guidance, Administrative, and Inservice Teams were enrolled in "courses of study" toward an advanced degree at local institutions of higher learning.

f. Five National Teacher Corps Interns were enrolled as full time students at the University of Miami, all to receive a Master of Education Degree in June, 1969.

3. Individualized inservice programs were planned for each staff member for the academic school year. Major emphasis was on

a. Sensitivity to learning environment

b. Human Relations

c. Child growth and developmental tasks

d. Cognitive growth through the individualized prepared environment

e. Learning styles and teaching styles

f. Individualized programs of learning: Communications, Social Interdependence, and Critical Analysis

g. Early childhood education and programs

4. The staff established flexible pupil schedules after diagnosing pupils during the six weeks summer session. Schedules were given to the student population through coded clocks, coded [redacted] paper discs, pictures, or written tables based upon the student's learning style. Students could enter the building between 7:30 a.m. and 8:30 a.m. and leave the building between 2:00 p.m. and 5:30 p.m. depending on the working schedules of the respective families. Each student would spend on the average of three thirty minute sessions a day with an instructional specialist. The time of the day the specialists would work with specific students would depend on the emotional and physical background of the individual student as well as his motivation level. Some students were scheduled to work with the core instructional team at specified times as determined by their learning styles, the tasks involved, and established objectives.

By October, approximately one quarter of the student population worked completely independently using their own time schedule. Work was given to the pupils for a five day period of time and the students completed the tasks at their own rate, in their own work sequence. The only established schedules for these 75 students were with the instructional specialists.

5. The school building was designed for young children who would be working in a team teaching environment. The $450,000 building, largely funded under Title I of ESEA and operating under Title II, III, Headstart, and local funds is a marked departure from the majority of the Dade County Public Schools. Each of the four pods is designed with all the comforts of home, including a full bathroom, a living room-library, a dining room and kitchen, and a quiet-study area. The pods are separated by an outdoor covered teaching area which is used for independent activities, theatre-in-the-round, recreational activities, assemblies, eating, and painting. The center of this fully air-conditioned, carpeted building is an administrative cluster containing offices, parent waiting room, medical and dental offices, and inservice-guidance wing containing offices, seminar rooms, testing rooms, professional inservice library and work-production room. The location of individual and group activities depended on the task involved. Students used the floor area for working as much as the table surfaces and the large cognitive area as much as the study carrels. The pods were furnished with home-like furniture and equipment; see Appendix B: Instructional Materials, Supplies, And Equipment.

6. All four pods were multi-aged grouped with 75 students in each pod ranging in age from 4 years to 8years. Students in three of the four pods were randomly placed; one pod, the 'family pod" had students who lived in the same apartment unit (not apartment building) or private home. There were 36 family clusters in this pod. A family in this neighborhood could consist of siblings, cousins, an aunt and niece or nephew, an uncle and niece and nephew, twins or close friends. The children were placed in the "family pod" to see if this grouping situation would effect learning, would bring the family members closer together and more responsible for one another, would provide greater carry-over of the school philosophy in the home, and would provide inservice for the family adults in child growth and development.

Note: The students in the family pod also worked with the instructional staff from another pod and specialists for half a day, thus ruling out the specific teacher variables.

This family grouping, by the end of the academic school year, provided the following information:

1. Each family unit became more responsible for one another in school and in the home
2. There was no rivalry between family members
3. There was more feed-back from the parents and adults in this pod than from the other pods
4. There was better attendance in this pod than the other pods
5. Teachers found the students from the "family pod" more

independent individuals

6. Academic achievement of the seven and eight year old siblings was higher than the school population of seven and eight year old non-siblings. See Table II.

The teachers arrived at the stated results by comparing the sibling group to 75 non-siblings whom they worked with too for one year, for two hours a day. This natural social environment of multi-ages and family involvement in the classroom should be considered by other schools with similar populations.

TABLE II: Relationship Between Academic Achievement and Student Grouping

Validating Instrument: Stanford Achievement Test, Form W, Primary II, February, 1969

Categories	Siblings		Non-Siblings	
1. Word Meaning	$\bar{X}$=15.2	σ=6.1935 G.E 2.6	$\bar{X}$=12.5625	σ=2.6841 G.E 2.3
2. Paragraph Meaning	$\bar{X}$=22.435	σ=7.7490 G.E 2.3	$\bar{X}$=20.3061	σ=5.9013 G.E 2.1
3. Spelling	$\bar{X}$= 6.9666	σ=6.3952 G.E 2.3	$\bar{X}$= 3.9148	σ=4.2867 G.E 1.9
4. Language	$\bar{X}$=33.9666	σ=8.2038 G.E 2.7	$\bar{X}$=32.9591	σ=7.1574 G.E 2.6
5. Arithmetic Computation	$\bar{X}$=15.5000	σ=9.5768 G.E 2.5	$\bar{X}$=15.0000	σ=8.8594 G.E 2.4
6. Arithmetic Concept	$\bar{X}$=16.4000	σ=5.8968 G.E 2.6	$\bar{X}$=14.3750	σ=5.0933 G.E 2.5

Categories	"t test"	Probability
1. Word Meaning	t=5.6550	p>0.01
2. Paragraph Meaning	t=3.5740	p>0.01
3. Spelling	t=5.7886	p>0.01
4. Language	t=1.5823	p>Non-significant
5. Arithmetic Computation	t=0.7141	p>Non-significant
6. Arithmetic Concept	t=3.7472	p>0.01

1. There is a significant difference in areas 1, 2, 3, and 6 in favor of the sibling group.
2. There is no significant difference in areas 4 and 5 between the siblings and non-siblings. These areas, 4, 5, were stressed by all teachers. In the areas where the peers influenced one another, there was a significant difference.

Each pod of students was again sub-grouped according to learning style, interests, abilities, and social maturity level. These groups of 4 to 6 children were again sub-divided according to the tasks to be achieved and the learning goals.

Procedure III· Individualized Inservice Training

The inservice director, through continuous systematic observation of the total teaching environment, study of the teacher and pupil assessment inventories, evaluation of the summer seminar, and the preservice training program, and individual conferences with staff members, planned and directed a year long individualized inservice training program. This type of inservice was designed to meet the direct needs of one or more individual teachers.

The approaches used for inservice training varied according to teachers' learning and teaching styles and the specific tasks. The approaches were:

1. Audio-tape and micro or mini teaching tape sessions prepared by consultants and the staff;

2. Workshops which investigated and evaluated concrete learning materials and specific early childhood curriculums;
3. Seminars which were held periodically to explore, discuss, and develop abstract and theoretical educational and social concepts;
4. Journal club meetings at which current educational and social issues were discussed;
5. Film presentations on early childhood education and Negro History and Culture which were later discussed with consultants and the inservice director;
6. Sensitivity workshops designed to help the total staff become more aware of all elements which make up the learning environment;
7. Individual conferences with the inservice director to discuss human relations issues, school problems, academic advancement, promotions, and evaluation of oneself;
8. Team conferences to discuss curriculum, child growth and development, innovative approaches to teaching and team problems;
9. Systematic observation and evaluation sessions using pre-taped or daily on-the-spot situations;
10. "Self Evaluation Inventories" were administered again to each instructional staff member in January, 1969, and

June, 1969, to see if there was any change in teacher attitudes and behavior and increased knowledge of early childhood education since the summer inservice seminar, June, 1968, to July, 1968.

The number of inservice sessions varied with the individual staff member and his needs. Periodically various inservice programs were recorded by audio-tape, audio-video tape, film, assessment inventories, or brief written summaries. Recording the inservice sessions gave the particpants an opportunity to reenforce their learnings and to see behavioral or attitude changes.

Results:

Through a carefully planned inservice approach and program, approximately 75% of the inservice programs were teacher initiated by December, 1968. When an administrative or inservice staff can motivate its faculty to search for self growth and knowledge it has accomplished one of its prime tasks.

According to the A-F Individualized Inservice Survey the 12 certified teachers who were responsible for the student's curriculum of learning showed significant growth. See Table III.

TABLE III: A-F Individualized Inservice Survey*

Teacher Number	Test Score, June, 1968	Test Score, June, 1969
1	285	496
2	227	367
3	283	330
4	299	320
5	109	145
6	250	279
7	267	422
8	191	409
9	265	376
10	370	437
11	153	293
12	70	90

* A "t test" comparing the two means was performed and the difference between the two means was found to be significant at the 0.01 level ($p > 0.01$)

The Negro History and Culture monthly inservice seminars resulted in:

1. The development of materials and various approaches for teaching Negro History to young students:
2. Developing a better self concept for teachers and in turn their students:
3. Changing attitudes and behavioral patterns of the bi-racial staff, which were evidenced at social gatherings in and away from the school, at group-encounter sessions with the psychologist, at individual and team conferences with the inservice director, by data collected from the "Self Evaluation Inventories", by audio-video tape sessions of the learning environment, and by the development of

27

close friendships.

4. Motivating the majority of the staff and parents to become more knowledgeable about Negro History and today's social revolution. This was evidenced by the number of times each book, tape, journal, or record on Negro History and Culture was checked out of the multi-media center. See Appendix F· Inservice Project·Multi-Media Materials.

The intensive staff growth and development program and the experience of working in a laboratory school did contribute to the promotion of staff members. Some of the promotions were: cafeteria workers to teacher-aides, school clerk to school secretary, teacher to assistant principal, assistant principal to principal, teacher-on-special-assignment to assistant principal, instructional specialist to county staff development specialist.

After investigation, experimentation and evaluation of early childhood education and study of child growth and development of the stated student population, the staff at the Neighborhood Educational Cultural Centerette has concluded the following:

1. Students must be placed on their own learning continuum and must be able to move at their own rate without external pressures such as grades or certain textbook materials.
2. Students should be multi-age grouped in as much as young children learn primarily from their peers and environment.
3. Siblings need not be separated if the teacher is able to

work with each sibling as an individual rather than as a family unit.

4. Each student should have an individualized curriculum and program of instruction. Four or five students with the same tasks can be grouped together for instruction providing each member of the group is working with appropriate learning devices and at his own rate.
5. All young students learn through exploration of their environment and manipulation of materials. Thus, the "prepared environment" must provide room for movement, experimentation and discovery, and have specific concrete, semi-abstract, and abstract learning materials to accomodate the students' learning styles. See Appendix B Instructional Materials, Supplies, and Equipment.
6. Team teaching succeeds when the teachers are able to select their own team-mates (teachers must be taught how to objectively do this) and the <u>total</u> team plans, instructs, motivates, and evaluates the <u>total</u> learning environment. Team members who work with young children should be resource people, motivators, and diagnosticians.
7. Young children are able to identify with more than one teacher (children do identify with many adults in their home environment) and should not be restricted to one teaching style.

8. Since children's learning styles vary with various tasks they should be exposed and involved in various learning environments.

9. Students' learning programs should be flexible; not all children can work on certain tasks at a predetermined time. The students should be given the responsibility of completing daily or weekly tasks at their rate and in their own sequence. Each child should be allowed to come to school as early as his home conditions warrant and be able to begin his work independently without having to wait for the total class to assemble. An aide, parent, or teacher, with a flexible schedule, can supervise this situation.

10. Specific materials, supplies, and equipment are necessary for young learners: See Appendix B: Instructional Materials, Supplies, and Equipment.

11. The total learning program should provide each student with the necessary tools for "THINKING" and exploring; i.e. the AAA-S Science Program which encompasses the process approach to learning.

12. Teaching machines such as the typewriter, adding machine, tape recorder, language master, the controlled reader, and single-concept films should be available for student use at at all times.

13. Textbooks are not necessary for pupil learning. If the teacher has a good resource library which would include textbooks and manuals, (See Appendix F· Inservice Project: Multi-Media Materials), is a creative individual, has various learning games or activities, and has a "prepared learning environment", she can individualize the learning program more easily than if she is restricted to one publisher's materials. All new education materials were evaluated by the inservice director, the child development specialist, and assistant principal, and appropriate materials were used in the classroom. The Neighborhood Educational Cultural Centerette has a file on all materials which were evaluated.

14. All students who are working on semi-concrete, semi-abstract, and abstract levels should have their tasks programmed. This gives them the opportunity to work independently, at their own rate, and have immediate reward, reenforcement, or correction.

15. Special emphasis should be placed on perceptual training. If it is at all possible a specialist in this area should work with the students. See research report by the child development specialist, Charles Angel.

16. Every teacher should use a multi-disciplinary approach in teaching and motivating the learner, but when working in a

team teaching situation with young children they should concentrate on only one area of the curriculum. It is not possible for all teachers to individualize instruction in all areas of the curriculum and function as a true team teacher.

17. To completely understand each student it is necessary to use a multi-personnel approach (i.e. reports from doctor, dentist, nurse, psychologist, guidance counselors, etc.).

18. Continuous parent involvement in the learning situation is partially responsible for the learning situation at school. See research report on the community school.

19. A nutritional breakfast program is necessary. It contributes to the student's eagerness to work and ability to think, as was evidenced by the Neighborhood Educational Cultural Centerette student population.

20. Students whose physical disabilities were treated by the doctor and dentist were more interested in learning, had a better self concept, and were academically stable.

21. Students who are self directed learners, who are working on a semi-abstract to abstract level, and are visual learners rather than audio or kinesthetic learners, could benefit from the McGraw-Hill Sullivan Reading Program. It was found

that this program must be supplemented by an oral approach to the communications skills. The Neighborhood Educational Cultural Centerette had 85 multi-age students in this program, all of whom were carefully screened.

22. Movement education should be an integral part of the early childhood curriculum. See Dade County Bulletin, "A Brief Guide to Movement Education", David Reams, Neighborhood Educational Cultural Centerette Movement Education Teacher, 1969.

23. Young students were able to work equally well with the biracial staff, no prejudices were evidenced.

By May, 1969, the instructional team was prepared to evaluate themselves using the Dade County Board of Education Evaluation form. After a team and self evaluation session each teacher met with the administrative and inservice teams to discuss their own evaluation. Every teacher was able to evaluate himself accurately (accuracy as determined by the administrative and inservice teams).

Objective II: Individualized Programed Learning

The instructional staff, under the direction of the inservice director, would provide each student with an appropriate individualized program of learning which would help promote academic success, a positive self-concept, and a desire to learn.

Procedure: "The Prepared Environment"

The inservice director provided the instructional staff and parents with a background of early childhood education and basic concepts of child growth and development. Keeping in mind that children learn through manipulation and exploration of the environment, the instructional staff and parents provided a "prepared environment" in each pod in which:

1. Children had the room and opportunity to move freely;
2. Children worked ("play" is the work of young children) at their own pace;
3. Children were able to get and use all audio-visual materials by themselves when they needed to do so;
4. Children sequenced their own activities;
5. Children could work any place that was comfortable for them, i.e. on the carpet, on the surface of the table, at a study carrel, in the living-room library.
6. Children got their own work-materials or equipment and returned same to the proper area. By keeping all learning materials available for all pupils, pupils could work independently while the teacher served as a resource person and an evaluator;
7. All children, ages 4 through 8, worked with only the materials or tasks assigned to them, thus assuring success, continuous work ("play") involvement, and appropriate academic and social learnings

8. The teacher-aide would see to it that paint jars were never empty, wood was always available for construction, tapes were not torn, "answer keys" were available, etc.;

9. Ninety percent of the time the learner was self directed and motivated;

10. The instructional teams served as resource persons, motivators and diagnosticians who worked with individual students or small groups of students, evaluated each student's work with the student daily and "floated" among all 75 students in the "pod";

11. The instructional team tried to develop several effective ways of communicating the social and academic progress of each student in their pod. The parent had the choice of selecting one of the following methods for each marking period:

    a. Home-visit by the instructional team,

    b. Individualized Curriculum Report (See Appendix D: Home Conference Report, or School Conference Report),

    c. Parent-Team Conference at the Neighborhood Educational Cultural Centerette (See Appendix E: Home Conference Report, or School Conference Report),

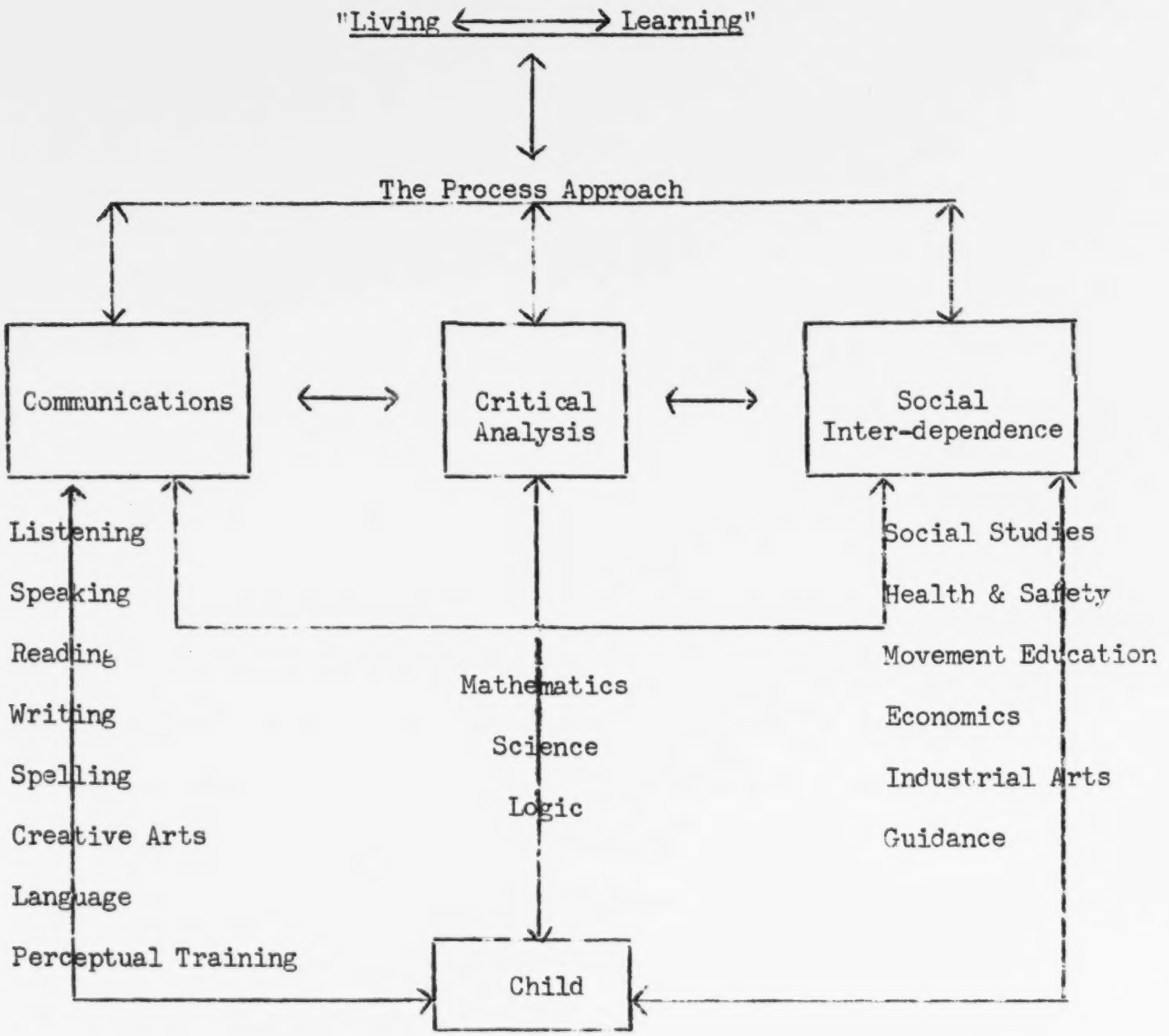
    d. Parent Observation of Student in Learning Environment (See Appendix E: Observation-Conference Report).

Procedure: Curriculum

The curriculum at the Neighborhood Educational Cultural Centerette was divided into three categories, See Table IV.

TABLE IV·

The Structure of the Curriculum of the Neighborhood Centerette



Though each teacher used a multi-disciplinary approach in teaching, she was only responsible for two of the three curriculum categories. This curriculum design, which was developed by the instructional staff and inservice director, gave each teacher the chance to research a curriculum area thoroughly and in turn could offer more depth in the subject to the student.

A student spent 1½ hours in each area of the curriculum. Instructional specialists arranged their students' schedules to meet the students' needs. Students moved independently to their respective work locations, teachers remaining within their pods or work areas.

The objectives of the curriculum and tasks involved for the total student population were designed at the beginning of the academic school year by the inservice director and the instructional teams. These objectives and tasks were recorded on a pupil-progress scale to be used by teachers and parents to note individual's growth. See Appendix D· Individualized Curriculum Report.

Procedure: The Process of Individualization of Curriculum and Instruction

Each student at the Neighborhood Educational Cultural Centerette was involved in his own program of learning. The following steps were used to totally individualize the program of instruction ("individualized" means one to five individuals who have the same academic or social needs, work together on the same tasks but with materials appropriate for their learning style).

1. In early September each student was given a color-coded disc by the lead-teacher which would describe to the student the task and location of materials involved. The teacher would give another disc to the student after he completed the task.
2. By late September each student would pick up three to five color-coded discs in his own "cubby".
3. In October, each student was given a packet of tasks, which were placed each morning in his "cubby". The student would get the necessary materials for the task and work at his own rate and in his own sequence. The description on each 'task-disc' varied with the student's reading level. Pictures and audio-tapes were used for non-readers.
4. By November each student would pick-up his own work-folder and begin work immediately. Each folder had the symbols which described the tasks or materials needed for the entire day. Those students who were working on a semi-abstract or abstract level also had follow-up sheets in their folders which they corrected. Each student would have his work folder and activities evaluated by the teacher daily. The tasks in a work folder included block building, arithmetic-fraction tape material, language lotto games, etc.
5. For those students who were more independent and highly motivated learners, (approximately $\frac{1}{2}$ of the student population, ages 4 through 8), their work folders would include tasks and activities

for the entire week.

6. By December, the majority of the students were involved in individualized programs of learning.

The type of material used to achieve a task varied with each student depending on their learning style.

Results:

An appropriate early childhood curriculum was developed to meet the learning styles and needs of each student. This type of a curriculum resulted in:

1. Highly motivated, self directed learners as was evidenced by the quality and quantity of tasks accomplished;
2. Learners who had a positive self-concept as was evidenced by their ability to interact with peers, teachers, and visitors alike;
3. Learners who enjoyed school, as was evidenced by the school attendance record;
4. Learners who had an understanding of language usage, as was evidenced in their performance on the Stanford Achievement Test;
5. Learners who had achieved academic success, as was evidenced by reported test results, teacher observation, and student-self evaluation. Table V illustrates how the seven year old students at the Neighborhood Educational Cultural Centerette achieved on the Stanford Achievement Test in comparison to six other schools with homogeneous populations, as determined by the Testing Department of the Dade County Board of Education.

TABLE V

Stanford Achievement Test, Form W, Primary II

Mean Scores of "Neighborhood Educational Cultural Centerette" and Six Schools With A Homogeneous Population

School	#	Word Meaning	N	Paragraph Meaning	N	Spelling	N	Language	N	Arithmetic	N	Arithmetic Concepts	N
NECC		14	78	21	79	7	64	35	79	17	74	16	77
A		12*	195	16*	195	9***	160	27*	198	13*	194	13*	199
B		12**	144	13*	148	5**	110	28**	145	10*	128	9*	144
D		11*	136	12*	134	8	121	26*	135	13*	131	11*	138
E		9*	123	12*	124	6	98	26*	130	9*	120	8*	131
F		8*	105	12*	103	5	64	26*	114	9*	98	9*	92
G		9*	200	10*	196	6	180	24*	206	10*	182	9*	197

*** $p > 0.10$

** $p > 0.05$

* $p > 0.01$

Objective III: Dissemination

The inservice and administrative staffs would systematically disseminate information pertaining to early childhood education and investigative studies at the Neighborhood Educational Cultural Centerette to local and national educators and interested citizens.

Dissemination-Inservice Project

Through

Inservice Seminars

1. Approximately 400 persons attended monthly
2. Four Early Childhood Courses, 2 Curriculum Courses, and 1 Administrative Course were held
3. Inservice Administrative and Guidance Staffs served as consultants, approximately once per week

Family Involvement

1. Two adults per pod, per day
2. Thirty-five families per month a Handed workshops
3. Four parents per week were "guides"
4. See Community School Report

Observation

1. Approximately 150 persons per week, approximately 12 persons each year from the State Department of Education, and 6 persons from the U.S. Office of Education

Audio-Visual Communications

1. Over 800 Brochures were disseminated
2. Over 1,500 individuals checked [redacted] material out of the NECC Multi-Media Center
3. "Promises To Be Kept", recently published & available through N.E.A. and Dade County Board of Education
4. Ebony Magazine, November, 1968; Instructor Magazine, August-September, 1968; Quest Magazine, December, 1967, February, 1968; F.E.A. Journal, February, 1969; The Florida Architect, Vol. 18, #3, 1968; Miami Herald, Miami Times, periodically; Christian Science Montor, May 17, 1969

This final evaluation report will be disseminated to 300 educators throughout the United States by the Dade County Board of Public Instruction, Miami, Florida.

Research: Child Growth and Development, Charles Angel, Child Growth And Development Specialist

Objective I: Individualized Prescription

Children with "A-Typical" academic achievement would be referred by the classroom teachers and the psycholgist to the child growth and development specialist, who, after assessing the academic and perceptual development of these children will provide individual curricula by means of an academic prescription.

Procedure:

Having completed a battery of psychological tests adminstered by the psychologist, children were referred for academic and perceptual testing. Conferences were held with the pediatrician and the psychologist to gain insight into the child's behavioral pattern and general health. All test data was evaluated and interpreted. An analysis-report card was maintained for each child showing his test record and all pertinent information relative to his status at any given time while under "prescribed instruction". A total program, based on the individual child's abilities and disabilities, was outlined in prescription form to be implemented by teachers, perceptual development and movement education specialists. A prescription team was formed to facilitate implementation of the prescription. Teacher made, as well as commercial materials, were carefully screened for possible use in the classroom. The following forms were used to initiate student's prescriptions and record progress.

Neighborhood Educational Cultural Centerette

EDUCATIONAL REFERRAL

Date_____

Student's Name_____

Teacher_____Room#_____

Level 4____5____6____7____

ATTACH CUMULATIVE RECORD TO REFERRAL - Route to Mr. Angel

Specific Reason for Referral:

Indiciate Areas of Weakness:

Perception & Readiness_____
Size, shape, form, etc._____
Right to left progression_____
Poor coordination_____
Laterality_____
Auditory Discrimination_____
Ability to follow directions_____
Comparing & contrasting_____

Oral Skills:

Speech patterns_____
Enunciation_____
Pronunciation_____

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE

ANALYSIS REPORT

Name_____
last First Middle

test	date	NECscore	G.E.	%tile	stanine

STATUS

sirs no.___
census no.___
pod no.___
school year___
male___female___
birthdate___
REPORTS:
psychological___
perceptual___
case study___
prescription___
ref. perm.___
visual___
audio___

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE
INDIVIDUALIZED PRESCRIBED INSTRUCTION

STUDENT_____M___F_____
DATE OF BIRTH_____CHR. AGE_____
PSYCHOLOGIST_____I.P.I.BY_____
EVALUATION DATE_____I.P.I. DATE_____
GROUP_____POD_____TEACHER_____
T. L. CONFERENCE_____FOLLOW UP CONFERENCE_____

TEST INFORMATION

THE ABOVE STUDENT WAS EVALUATED AND THE FOLLOWING INSTRUCTION AND ACTIVITIES ARE PRESCRIBED:

RESULTS OF FOLLOW UP CONFERENCE

EXAMPLES OF PRESCRIPTION ACTIVITIES

Perceptual Problem:

Gross Motor Areas (General) Kephart program for children evidencing weaknesses in ability to balance, name body parts, imitate arm movements, laterality problems, ocular control, directionality etc.

Gross Motor Areas (Mid-line Problem)

Angels in the Snow

Activities involving left to right progression

Motor Areas (general) Reversal problems - Left to right progression activities Frostig Materials - specifically Perception of Position of in Space activities.

Academic:

Lack of Vocabulary - (child with developmental problems) Cooper method using sand tray for visual, auditory, kinesthetic tactual method. Story building using pictures from magazines, library books, etc.

Lack of Comprehension- (general - no specific developmental problem) Chart stories developed by small groups of children. Reading short paragraphs to teacher; responding to specific questions asked by teachers or interpretation of main idea.

Inability to Draw Conclusions - Open ended stories - Role playing activities - "If - Then" activities.

Arithmetic Computation Difficulty - Concrete activities using counters, cuisinaire rods, etc.

Medical:

Nutritional Problem - scheduled for pediatrician and parent for diet control.

The prescription team was composed of the following personnel: Child Growth and Development Specialist, In-service Director, Instructional Specialists, Movement Education Specialist, Perceptual Development Specialist, and Classroom Teachers. The Instructional Media Specialist served as consultant to the group. The team met twice weekly on a continual basis to become acquainted with new prescription cases and for training sessions in program implementation, scheduling children into the program and classroom procedure. Specialists provided workshops for activities and curriculum - materials-production which would be used in the classroom.

Micro-teaching techniques were employed for specific prescriptions. The effectiveness of any specialized program is measured by academic success both in the classroom and in the results of standardized testing. Teachers and specialists involved with prescription implementation agreed that the program provided a detailed case history, a complete academic background in terms of potential, ability, achievement, specific areas of weaknesses and strengths, social and emotional development report and most important, a prescription designed to meet the needs of the individual child. Teachers

initiated many constructive suggestions, innovative curriculum materials based upon the needs of the children, and techniques for the implementation of the program. The following information will serve as an indication of the comprehensiveness of the prescription program:

Prescriptions completed.....	283
Tests of Perceptual Development.....	252
Tests of Reading, Vocabulary Basic Skills.....	270
Teacher In-Service for Prescription Implementation.	283
Teacher In-Service Meetings.....	106
Curriculum Development Conferences.....	75

Objective II: Conferences With Pediatrician And Psychologist

Conferences were to be held with the pediatrician and psychologist to determine other factors other than lack of academic achievement or perceptual ability which inhibited learning.

Procedure:

Conferences with the pediatrician gave insight into other problems evidenced by children who were referred for evaluation because of lack of success in the classroom. Improper diet, low hemoglobin, listlessness, lethargy, dental problems, and anemia, were found to be factors contributing to the lack of progress in the classroom setting. Psychological problems of emotional disturbance, aggression, and insecurity also contributed to the child's a-typical classroom performance. Periodic follow-up conferences were held with these personnel to determine any change in status.

Results:

The findings of the psychologist and pediatrician were coordinated in a prescription written for the child.

Objective III: Testing Program

Given children referred by the classroom teacher and psychologist, tests were to be administered under the direction of the child-development specialist to determine the level of achievement academically and perceptually in order that prescriptions could be written for individual instruction.

Materials:

Frostig Test of Visual Perception - Tests of eye-motor-coordination, figure ground perception, spatial relations, form constancy, position in space, individual and group. Follett Publishing Co., Chicago, Ill., 1963.

Peabody Picture Vocabulary Test - Test of mental maturity; individual. American Guidance Service: Minneapolis, Minn., 1965.

Stanford Achievement Test - Vocabulary, comprehension, English usage, arithmetic computation and concepts, spelling, group. Harcourt Brace and World: New York, N. Y., 1964.

Stanford Diagnostic Reading Test- Comprehension, vocabulary, basic phonics skills, individual. Harcourt Brace and World: New York, N. T., 1966.

Gates - McGinitie Reading Tests - Comprehension, vocabulary· individual. Teachers College Press, Bureau of Publications: New York, Columbia University, 1965.

PLATS Test - Informal test of alphabet letter names and sounds, oral group and individual reading ability and comprehension. Dade County Public Schools, Project Language Arts.

Metropolitan Readiness Tests - Readiness concepts: group and individual. Harcourt Brace and World: New York, N. Y., 1965.

Dvorine Pseudo Isochromatic Plates - Test of color blindness: individual. Harcourt Brace and World: New York, N. Y., 1953.

Keystone Telebinocular - Tests of functional vision: individual. Keystone View Company: Meadeville, Pa., 1965.

Purdue Perceptual Rating Scale - Gross motor areas of perception: individual. Charles Merrill Co.: Atlanta, Georgia, 1966.

Procedure:

In-Service training sessions were held to acquaint teachers with test administration and scoring. Tests were administered by teachers in small groups of approximately five children, within the pod. Teachers were involved in six, 1-hour sessions in order to get acquainted with the Frostig, PLATS, Metropolitan Readiness Tests and the Stanford Achievement Test, the latter a required test of all second grade children in Dade County. Sessions were broken down into techniques of administration and proctoring and methods of scoring as outlined in the manual of administration for each test. Children who were referred for low academic achievement were administered a battery of tests which included a visual screening, perceptual ability, and

academic achievement test as indicated in the aforementioned. Tests were administered on an individual basis, namely the Purdue Perceptual Rating Scale, Frostig Test of Visual Perception, Gates McGinitie, Stanford Diagnostic and Keystone Telebinocular.

It was felt that in order to obtain an accurate assessment of the ability and potential of each child referred, a composite had to be made of the scores obtained from a variety of tests rather than one or two in each area of the curriculum. In addition to the testing program it was found that there were extraneous factors involved in the learning process that were not easily overcome and could not be tested for. Factors such as home environment, motivation, nutrition, physiological problems and hygiene. Hence, a concerted effort was made to involve other members of the staff in order to better understand the individual child and to prescribe for him based on his particular needs.

Initial testing, using the Frostig Test of Visual Perception indicated a need for a specialized program since there is a positive relationship between motor perceptual development and academic achievement. A special program was developed with a perceptual motor specialist. The perceptual motor specialist had a specific program designed for each student.

Table I and II are indicative of progress achieved in relation to the perceptual program implemented for the school population. Table I compares the mean chronological age with the mean perceptual age of the population during the three testing periods, indicating a mean perceptual age above

the mean chronological age in three of the five tested areas. Table II gives a breakdown of quartiles for the five subtests, indicating gains made after nine months and fourteen months. In all areas significant gains were made at Q_1, the median, and at Q_3. If the hypothesis holds true, this population should have performed at a higher level than the previous population who were not involved in a perceptual motor program.

TABLE I

Frostig Test of Visual Perception

Mean Perceptual Age - Areas I - V

In Relation To Chronological Age (Months)

Three Test Administrations

March, 1968· December, 1968; May, 1969

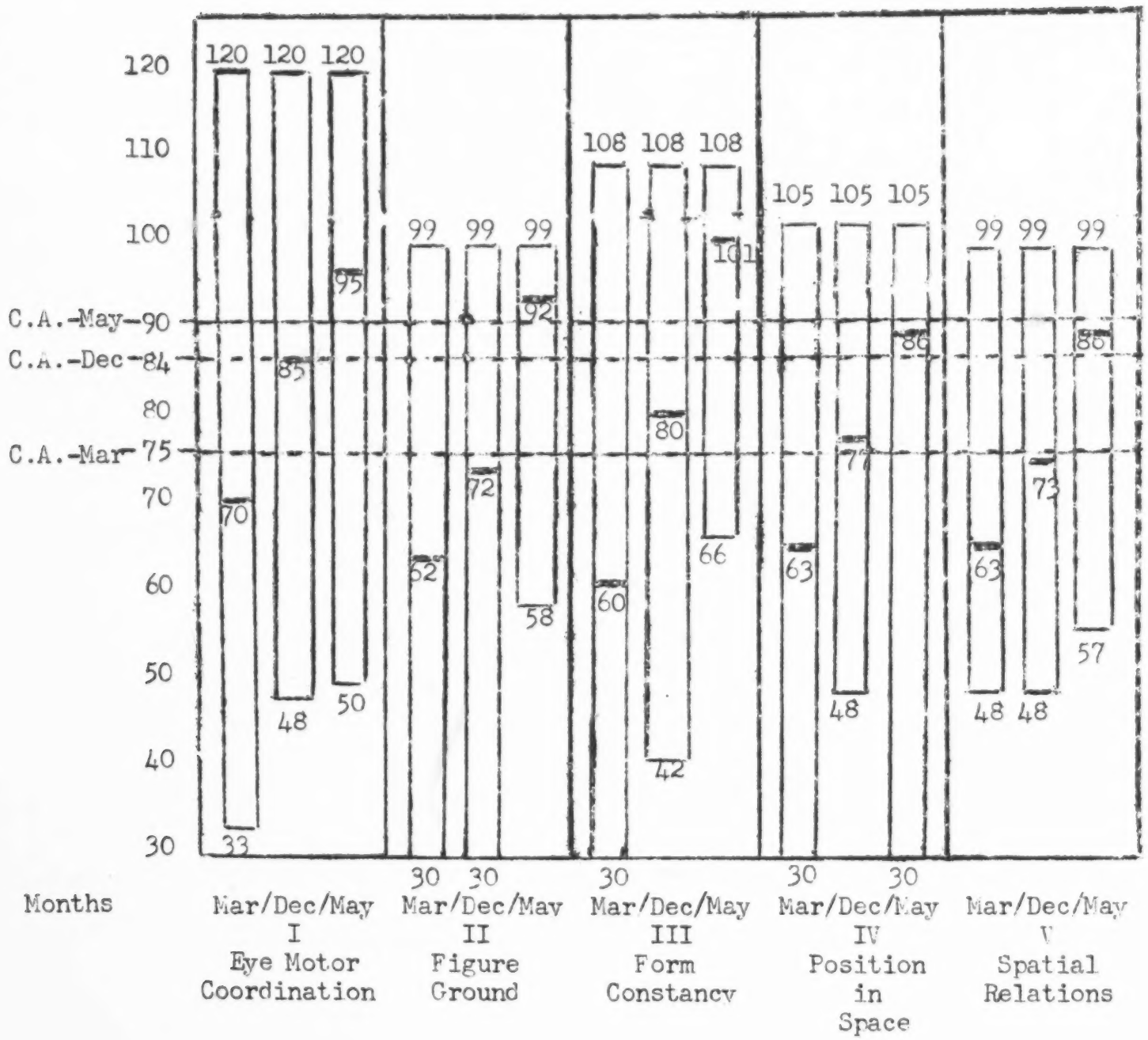


TABLE II

Frostig Developmental Test of Visual Perception

(Quartile Representation of Test Results Based on Perceptual Age)

	I Eye-Motor Coordination			II Figure Ground			III Form Constancy		
	3/68	12/68	5/69	3/68	12/68	5/69	3/68	12/68	5/69
	%tile	%tile	%tile	%tile	%tile	%tile	%tile	%tile	%tile
Q_3	87	102	120	78	99	99	72	99	108
Q_2 (M)	69	81	93	63	72	99	60	84	108
Q_1	54	69	84	51	72	99	48	72	99

	9 Mo. Gain	14 Mo. Gain	9 Mo. Gain	14 Mo. Gain	9 Mo. Gain	14 Mo. Gain
Q_3	19%	33%	21%	21%	27%	36%
Q_2 (M)	12%	24%	9%	26%	24%	48%
Q_1	15%	30%	21%	38%	24%	51%

TABLE II Continued

	IV Position in Space			V Spatial Relations		
	3/68	12/68	5/69	3/68	12/68	5/69
	%tile	%tile	%tile	%tile	%tile	%tile
Q_3	75	84	105	72	90	99
Q_2 (M)	60	75	84	60	72	90
Q_1	57	66	75	57	66	78

	9 Mo. Gain	14 Mo. Gain	9 Mo. Gain	14 Mo. Gain
Q_3	9%	30%	18%	27%
Q_2 (M)	15%	24%	12%	30%
Q_1	9%	18%	9%	21%

The total academic program, 1968-1969, reenforced the perceptual development program. This emphasis resulted in higher academic achievement during the academic year, 1968-1969, than was evidenced by the student population during 1967-1968.

Using the Stanford Achievement Test as an indicator of academic achieve-

ment, the seven year old students' (or second grade level) achievement is illustrated in Table III (1967-1968 population) and Table IV (1968-1969 population).

Table III, Stanford Achievement Test, Form W, indicates first, second, and third quartiles for the second grade student population, 1967-1968, who were not exposed to a perceptual motor program. Although the test was administered in June, 1968, the end of the school year, all areas of achievement fell below the 2.9 grade level placement except 'spelling' where the Q_3 fell at 3.2.

The second grade school population of 1968-1969, a different group of students, who had an intensive perceptual development program which was developed by the perceptual specialist, child development specialist, psychologist, and inservice director, began special training in September, 1968. When this population, 79 in number, took the Stanford Achievement Test, Form W in February, 1969, they scored considerably higher than the student group, June, 1968. The results are indicated in Table IV. It must be noted at this time that the Stanford Achievement Test, Form W had no language section, however, the format and basic concepts of the other sections were the same.

The only area of weakness in the February, 1969 testing situation was Spelling. In post test conferences with teachers, it was found that emphasis was not placed on Spelling per se.

TABLE III

Stanford Achievement Test

Form W - Primary Battery

June 10, 1968

Percentile Representation based on Grade equivalent

N=84

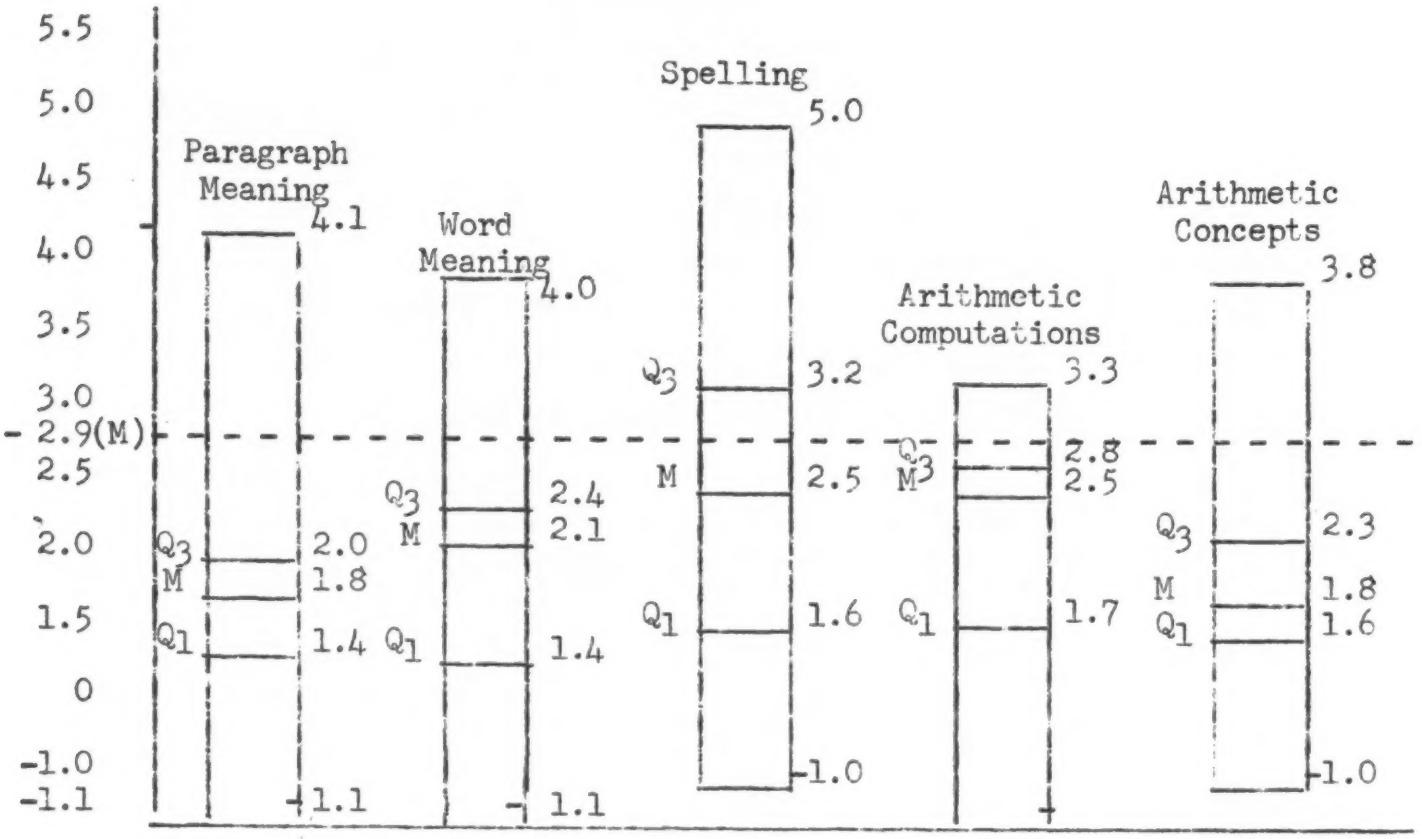
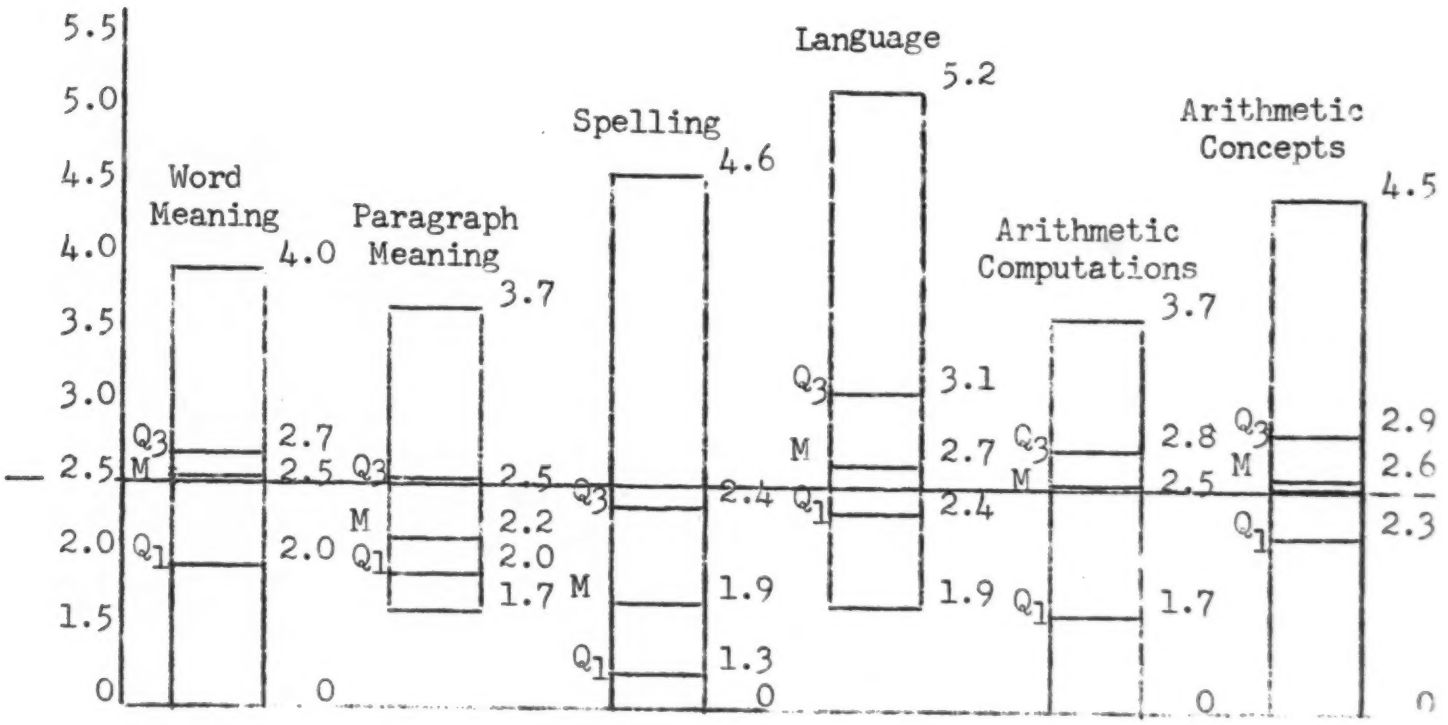


TABLE IV
Stanford Achievement Test
Form W - Primary II
February, 1969
Percentile Representation Based on Grade Equivalents
N=79



One-hundred fifty-seven students between ages 6-6 and 8-9 were administered the Keystone Telebinocular Test of Visual Performance in order to determine whether or not the subjects had adequate vision for classroom performance. Children were screened in the 11 subtests for near point and far point vision. Tests 12, 13, and 14 were administered to those subjects failing any section other than sections 7 and 9. Section 7 tests for steropsis, a learned visual function in which maturity is attained by age 9. Section 9 tests for color blindness, a test which was administered

independently by means of the Dvorine Pseudo-Isochromatic Plates. Directions were followed as indicated in the Keystone Visual Survey Service Manual, revised, 1964.

Results of the Keystone Telebinocular Test of Visual Performance:

1)	157	students were administered the test
2)	124	students passed first screening
3)	33	students had to be retested using sections 12, 13, and 14 because of initial failure in one or more areas
4)	25	students failed second testing
5)	25	students were referred to physician or clinic
6)	6	students required corrective lenses
7)	5	students required no correction
8)	14	students received no attention from parents for this referral
9)	1	student was color blind

The Peabody Picture Vocabulary Test was standardized on a white population in and around Nashville, Tennessee. In an effort to determine whether or not the Peabody Picture Vocabulary Test would be significant if administered to a Negro population, a random sampling, using a table of random numbers, was selected for testing. Students ages six years, six months to eight years, five months were divided into two groups (Group A: 6-6 -- 7-5, Group B: 7-6 -- 8-5) in order to replicate the original age span used in the standardization of the Peabody. Two examiners administered Form B of the test to 150 children on an individual basis using the directions for administration as found in the Peabody Manual. Table V indicates the results of our testing compared with the standardization group.

TABLE V
Peabody Picture Vocabulary

	Group A 6-6 -- 7-5	Standardization Group 6-6 -- 7-5	Group B 7-6 -- 8-5	Standardization Group 7-6 -- 8-5
S. D.	10.30	7.61	7.50	8.69
Mean	50.75	60.75	56.88	65.92

"t test" Group A = 7.02

"t test" Group B = 8.95

In order to determine whether or not the results of our testing were significant a "t test" was performed comparing both means. A significant difference was found at the .01% level of confidence at all ages.

Further investigation and item analysis is needed before the Peabody Picture Vocabulary Test can be meaningfully used with a population as outlined above.

Research Guidance Services, Geraldine Davis, Visiting Teacher Counselor

Objective I

If a child was referred by the teaching team to the guidance staff for a specific behavioral problem, the Visiting Teacher Counselor, through a functional guidance program, would be able to help the individual child correct or become aware of his deviant behavior pattern.

Procedure: Parent-staff conferences

Conferences were held with the teachers and the parents of the identified children. The origin of the problem was determined and the parent was informed of the affect this had upon the child's learning. The child was given counseling and continuous follow-up conferences were held with parents and teachers.

Results:

According to teacher reports, of the 56 children who were identified as having chronic discipline problems, all of them became more self-directed and developed more acceptable patterns of behavior. As a follow-up to the guidance for discipline, it was felt that we should have continuity in basic discipline practices in the school. As a result, a faculty and parent discipline committee was formed, inservice meetings were held, and monthly bulletins were issued to all staff members and parents.

Procedure: Individual Counseling

Given a list of children who were referred for counseling because they were having social adjustment problems, each of these children was seen individually three times each week, and each showed improvement in interpersonal relationships.

Children who had personal hygiene problems or who were shy or withdrawn were counseled individually. They were treated as individuals, with dignity and worth, regardless of the circumstances. They engaged in games and conversation in a one-to-one relationship. As they learned to relate to one person they gained the confidence needed to relate in a group study. Through constant guidance and working with the parents, all of these children showed improvement in their respective problem areas.

Results:

It is felt that a person who does individual counseling with young children should have a certain kind of personality. She should have an attitude of acceptance and understanding, should be empathetic rather than sympathetic, have the ability to establish rapport with young children, should be matured enough to represent a mother image to the students, and she should be able to help children understand their feelings. She should be non-directive in her approach and highly confidential.

Of the fifty children referred for individual counseling, the teachers reported that positive changes in behavior patterns were observed.

Procedure: Crisis Counseling

When a child became upset for any reason, either he came to the guidance office himself, the teacher sent for a member of the guidance team, or a staff member accompanied the child to the guidance office. The child was immediately counseled in the guidance office. A friendly atmosphere was provided and the child engaged in some type of activity with the counselor. When the child had regained his self-control and was able to make the adjustment, he was returned to the classroom.

Results:

Of the ninety-nine children referred for crisis counseling, all of them were able to adjust to the classroom situtation after the counseling session.

Procedure. Developmental Guidance

Given a total school population of children who needed guidelines for social-interaction, the children were involved in a developmental guidance program twice per month for one year, after which time each child demonstrated a more positive attitude in his interpersonal relationships.

Children were seen in groups of twenty-five twice per month for thirty minutes. They were given a social problematic situation through some audio-visual media, puppets, or open-ended story. A follow-up

discussion was held and the students were asked to find a solution or several alternative solutions to the problem. Each student was given an opportunity to contribute to the discussion. At the end of the discussion, the group was asked to decide on the best solution to the problem based on the group discussion.

Results:

According to teacher reports, of the 300 children involved in the developmental guidance program, each student established a more acceptable value system and as a result, developed more wholesome interpersonal relationships with his peers and his teachers.

Objective II

Given groups of children who had been identified by their teachers as aggressive under-achievers, the Visiting Teacher Counselor, through innovative guidance techniques, would be able to modify the behavior and improve the academic achievement of each member of the group.

Materials:

1) A coding system was used to check the number of verbal and physical aggressive acts.

2) A 't test' was used to determine the significance of the study. See form below:

CHECK LIST FOR BEHAVIOR
GROUP GUIDANCE

GROUP I	AV	AP	O	-
1				
2				
3				
4				
5				
6				

CHECK LIST FOR BEHAVIOR
GROUP GUIDANCE

GROUP II

	AV	AP	O	-
1				
2				
3				
4				
5				
6				

CODE:

A.V..... Aggressive, Verbally
A.P..... Aggressive, Physically
O ..... Contributed to the Discussion
- ..... Did not contribute to the Discussion

Procedure.

The subjects who participated in the experiment were identified by the teachers. The criterion was verbal and physical aggressiveness of such magnitude that it interfered with the learning process and general classroom discipline and cohesiveness.

The subjects were split into two groups of 6 students each. Each session lasted 30 minutes and was repeated daily. Each group was presented with an example of deviant behavior as displayed by one member of the group prior to the counseling session. The child's teacher was the supplier of the facts in the situation. The counselees were asked to discuss the problem and to pass a reasoned opinion on the situation. They were then asked to reconstruct the situation. Recognizing the age level

of the subjects and their inability to keep a discussion moving for a thirty minute period, the Visiting Teacher Counselor served as a democratic leader and moderator. She introduced the problem, clarified their feelings, initiated the discussion, participated when needed, and culminated the activity. A special code was set up as follows: AV=Verbal Aggression, AP=Physical Aggression, O=Positive Contribution to the discussion, -=Did not contribute to the discussion.

Evaluation:

With the establishment of the above coding system a numerical score was generated for each individual group member and the groups were evaluated as entities. An arithmetic mean, a standard deviation, and a standard error of the mean were generated and tested with a "t test" for significance. Ferguson's formula of significance of the difference between two means for correlated samples was used.

Results:

The results represented in Table I reflect the first and last six group sessions over a total period of six weeks of groups meetings. Inspection of Table I discloses that, when aggressive behavior decreases, positive and constructive behavior increases significantly.

Group I shows a significant decrease in verbal aggression at the 1% level of confidence and a significant increase in contributions at the 5% level of confidence. Group II shows a significant difference in the

area of verbal aggression only at the 1% level of confidence. The increase is a comparison of the first and last 6 days of two months of counseling in terms of verbal and physical aggression and contributions to the discussion. N=6 in each group. See table below:

TABLE I

Comparison of the first and last 6 days of two months of group counseling in terms of verbal aggression and contributions to the discussions. N=6 in each group.

	GROUP I 1st SESSION	GROUP I 2nd SESSION	t	GROUP II 1st SESSION	GROUP II 2nd SESSION	t
VERBAL AGGRESSION	118	7	4.71**	91	11	4.57**
CONTRIB. TO DISCUSSION	644	842	3.10	591	800	.92

**Significant at the 0.01 level.

*Significant at the 0.5 level.

t=Ferguson's formula of significance of the difference between two means of correlated samples.

Guidance is an essential program in a school with a population such as that of the Neighborhood Educational Cultural Centerette. With young children "acting out" personal feelings is usually evident and in the case of socio-economically disadvantaged students this is even more evident.

The child's environment in fact tends to promote this type of behavior far beyond the primary school age. The influence of his peer group, the parent's method of disciplining him, and the older siblings and relatives who also discipline him, all help to foster aggressive behavior in the children. The demand for immediate need-satisfaction, the lack of consistent authority patterns, and the looseness of the family structure help to foster and perpetuate this orientation. It must be strongly emphasized that if change in the positive direction is desired, group guidance is the ideal vehicle to effect this change. The group helps to give its members a sense of security and belongingness; they can identify with someone in an interpersonal relationship who is having similar problems.

There was a great deal of cognitive consonance in the judgment and value system of the group. All the above outlined characteristics of a group are essential if a positive change and an internalization of new values is desired.

The leader of the group exemplified an attitude of acceptance and understanding and tried to make all of the members feel free to express themselves and at the same time stay within certain limits that were defined for them.

As the members of the group began to feel more secure, to verbalize more frequently, and to sense a real feeling of belongingness, they began to assume certain roles in the group. Group II had, in fact, two 'opinionators.' One of them was a verbal youngster who made positive contri-

butions but had a great deal of trouble governing the group. The other was a self-assertive dissenter who commanded the respect of the members. When there were conflicting views the leader probed into the affective domain of the dissenter by interrogating him. The other members usually became empathetic and concurred with the positive "opinionator." The dissenter usually conformed verbally because he wanted to be accepted by the group. However, because of the negative values he had been taught in the home, the process of internalization was slower with him and he sometimes disregarded the values that were superimposed on him. It is felt that this deterred highly significant gains in the group. Group I had as its "opinionator" a dominant girl who was nice looking and tall for her age. This "opinionator" emerged at the second session and was not challenged again. This group made the greatest gains.

We have been able to discharge a number of children whose behavior improved markedly. The reports of teachers in terms of increased achievement and decreased aggression in the classroom are very encouraging. See form below:

TABLE II

GROUP I	IMPROVEMENT			
	LEVEL	MUCH	SOME	NONE
1. Student IA	2		x	
2. Student IB	2	x		
3. Student IC	2		x	
4. Student ID	2	x		
5. Student IE	1		x	
6. Student IF	2			x

GROUP II	LEVEL	IMPROVEMENT MUCH	SOME	NONE
1. Student IIA	2	x		
2. Student IIB	2		x	
3. Student IIC	2		x	
4. Student IID	1	x		
5. Student IIE	1		x	
6. Student IIF	1		x	

According to teacher evaluation in regard to behavior and academic achievement, of the twelve children who were involved: four showed much improvement, seven showed some improvement, and one showed no improvement. The four children who showed much improvement were dismissed from the group and are functioning well in the classroom. The seven who showed some improvement were maintained in a group after the experiment terminated. The one child who showed no improvement has a problem with his foster parent. This case has been referred to the Welfare Social Worker who placed the child in the home.

Objective III

Given the stated student population some of whom are potential truants and/or dropouts, the Visiting Teacher Counselor, through continuous home visits, individual counseling, and special learning curriculum, is able to insure good attendance in school, and an interest in learning.

Procedure:

When a child was absent from school, a visit was made to the home to

determine the cause and assistance was given to the family in alleviating the problem. If the child was absent because of illness, the parents were informed of the medical services at the school and invited to bring the child in for a physical examination. The school doctor and the nurse followed-up on the case when necessary. If the child was absent because he did not have sufficient clothing, the necessary clothing was secured from community agencies, churches, friends, and organizations, and then taken to the home. If the child was absent because his parents could not afford to give him lunch money, the child was recommended to the Assistant Principal for free lunch. If the parent was unemployed, assistance was given the parent in getting a job. Parents were recommended to the agency most suited to their employment needs and appointments were set up for them.

Results:

A form was designed and taken into the homes to check attendance. The completed form was given to the teachers as feed-back on their children.

As a result of working cooperatively with the parents and individualizing the curriculums for each individual student, our records show that tremendous improvement was made in attendance. District reports show that the Neighborhood Educational Cultural Centerette had above average attendance for Dade County for the year 1968-69. See table below:

Percentage of Attendance, 1968-1969

HEAD START: HIGH INDEX SCHOOLS

SCHOOL	PERCENTAGE OF ATTENDANCE
Primary 'C'	92.15%
School X	91.30%
School Y	90.21%

PRIMARY LEVEL

MONTH	PRIMARY SCHOOL 'C'
1st	97.00%
2nd	95.54%
3rd	97.19%
4th	92.24%
5th	93.31%
6th	92.74%
7th	93.55%
8th	95.16%

Objective IV

Some students who have social-academic problems, due to the home environment, were helped to overcome these problems by the Visiting Teacher Counselor's 'home guidance program'.

Procedure

When a child was referred to the guidance department because of a problem that interfered with the learning process, a social history was written

in the home, to secure data on the family background of the student and general feeling tone of the family as a group. Rapport was established with the parent so that a workable relationship was maintained in helping to meet the needs of the child. This information helped the teachers, Visiting Teacher Counselor, Psychologist, and the Child Development Specialist, and Inservice Director, to better understand the child. The psychologist then evaluated the child and counseling was given if it were recommended. Parents were helped to find employment, secure more spacious apartments when they were overcrowded, get welfare aid, get free legal service, and were prevented from being evicted from their apartments. Emergency food, clothing, and money were given to families in several cases. Parents were informed of free medical treatment and referred to the community agencies that were best equipped to resolve their problems. Children with physical handicaps were referred to special classes. Conferences were held with parents, the Visiting Teacher Counselor, the doctor and the nurse about nutritional needs for the total family, proper rest, personal hygiene habits, expected sibling rivalry, and child spacing. Referrals made to the school clinic resulted in discovery of many physical disabilities which affected the academic performance and social adjustment of the children. Follow-up services were given by the nurse and the pediatrician. Appointments were also made for parents to come into the school to confer with the psychologist.

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE

PARENT INTERVIEW FORM

Date _____

Child's Name_____ _____Birth Date_____Sex____

Birth Place_____ _____Father's Birth Place_____

Mother's Birth Place_____ _____ ____No. Siblings_ _ _ ____

Parents Name_____ _____ Address_____ _____

Phone_____Marital Status_____Mother's Education____ ____.

_____Father's Education_____ ____

Mother's Occupation_____Mother's Age___Father's Occupation__

_____Father's Age____Own/Rent Dwelling_____ _____

Child Living With_____ __Address___ _____ _____Phone__ _____

Number in Family_____Age and Sex of Siblings_____ _____ ____

Other Relatives Living in House_____

History of Pregnancy: Length of Gestation____Mos. Multiple Birth_____

Mother's Condition During Pregnancy: Good___Fair___Explain_____

_____

Swelling of Body (Toxic)_____Age of Mother at Birth_____Years

Delivery: Normal____Caesarean____Forceps____Prolonged_____ ___

During Pregnancy Did Mother Have: Abnormal Bleeding_____Spotting_____

German Measles_____Rh Problem_____ ___An Accident_____V. D._____

Health History: Childhood Diseases_____

Operations_____Seizures_____Convulsions_____ Asthma____ ____

High Fever_____How Long_____Physical Disabilities_____

Birth Injury_____Last Physical_____Pediatrician or G. P._____

Headbanging_____Stutter_____Rocking_____Hospitalization_____

Birth Weight_____lbs.

Developmental History: Creep__Mos. Crawl__Mos. Walk__Mos. Say Words___

Mos. Sentences__Mos. Toilet Trained____yrs.

Social History: Behavior With Siblings_____

How Many Friends_____Relationship With Friends_____What Sex_____

What Age_____Passive/Aggressive In Play_____Eating Behavior___

How Disciplined_____By Whom_____Do You Agree on Ways of

Punishment_____Bed Wetting_____Masturbation_____

Is it Punished_____Sleeping Habits: Naps__Hrs. Sleep_____Hrs.

Nightmares_____Do They Repeat_____Afraid In The Dark_____

Needs Help in Dressing_____Shares Toys Willingly_____Initiates

Activities_____Prefers to Play Alone_____Follows Instructions_____

Likes School_____Number of Hours_____TV

Family Health History: Seizures_____TBC_____VD_____Suicides_____

Mental Instability_____Narcotic Users_____Heart Condition_____

Hospitalization_____Convulsions_____Miscarriages_____

Disability_____ Congenital Malformation_____Alcoholic_____

Remarks:

Results:

Parents gave their full cooperation and support in helping to relieve the children of their problems, thereby, freeing them to more fully benefit from the learning situation at the Neighborhood Educational Cultural Centerette.

Statistical Report: Guidance Services

Student Referrals or Guidance Services

Children Referred for Social Histories	150
Children Referred for Individual Counseling	250
Crisis Counseling Situations	1,000
Children Referred for Excessive Absences	500
Children Referred for Group Counseling	300
Children Who Were Involved in the Group Counseling Experiment.	12
Children Referred for Free Lunch	130

Family Referrals to Community Agencies

Parents Referred to the Clinic for Child Spacing	18
Parents Referred to Welfare	110
Parents Referred to Employment Agencies and The EOPI	320
Parents Referred to The Salvation Army	75
Parents Referred to The EOPI for Legal Service	25
Parents Referred to CEP	175

Special Services

Children Given Clothing	1,000
Holiday Toys Distributed	5,000
Glasses Secured for Children	1
Conferences with parents Concerning Children	1,150
Children Placed in Sight-Saving Class	1
Parents Given Emergency Money	5
Families Given Emergency Food	10

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Objective I

Through a planned testing and guidance program the psychologist will be able to relieve some children of certain psychological disabilities, which subject them to anxiety, fear, hate, guilt, depression, apathy, and neurotic and psychotic states of mental illness.

Procedure·

Students were referred to the psychologist by the teachers, the Visiting Teacher Counselor, the Child Development Specialist, the pediatrician, or the dentist, for suspected or demonstrated intra- or interpersonal maladjustments. All of these students were given a full battery of psychological tests to assess their mental functioning and capacity, their interpersonal adjustment, and their developmental status in terms of neurological functioning.

It was hoped that a clue as to the genesis of the cummulative academic deficiency of the Negro school population could be found through the gathering of as many facts as possible. The decision to utilize a specific battery of psychological tests was based on their established reliability and validity and the writers experience with them. The Stanford-Binet was chosen as a measure of intelligence because of the age of the student population. It is the only well normed instrument designed for use with a population of 2 years and up. Thus, intellectual functioning could be assessed without the need to change instruments and create the problem of significance

of results obtained on two different tests. The Draw A Person Test was used as a projective test in terms of self-concept and emotional contact with the environment, as well as a measure of motor and conceptual development. This was complemented by the Despert Fables which assessed dependency needs, hostility, sibling rivalry, fears and wishes, and reaction to parental rejection. Both forms of The Children's Apperception Test (Form A and H) were rejected because poor verbalization was observed on the part of the subjects. The Bender Visual Motor Gestalt Test was used with the Koppitz Scoring System, 1967. This well normed system assesses visual-motor development in young children. The developmental schedule was based on the work of Drs. Reitan and Holstead without using any instrumentation or printed material.

In addition to the testing program, the social history was carefully studied. A parent interview form (see appendix page) was specially designed to provide needed information in terms of the sociological status of the family, the history of the mother's pregnancy and the birth of the child, the child's health record and maturational progress, the child's interpersonal adjustment, and the family health history.

Immediately after the administration of the psychological battery, the child was sent to the pediatrician for a complete physical. The pediatrician's evaluation of the child, the psychological test results, and the social history are compiled, after which the psychologist confers with the Child Development Specialist and the Inservice Director to determine appropriate

programs of learning and with the Visiting Teacher Counselor to develop an individualized guidance program. The reader is referred to the reports of these specialists for a more thorough discussion of these corrective measures.

The average IQ of the student population as it is measured on the Stanford-Binet was 87.9. The range was 30 to 130. The mean IQ of the boys tested was 88.7 and the mean IQ for girls 85.0. This is not an unbiased sample since 32 out of a total of 133 were cases referred for some observed maladjustment or learning difficulty.

Results:

Students who were given a full psychological battery fell into two groups: 1) those referred for learning disabilities or some suspected personality disorder; and 2) those students randomly selected from the population who were research cases used to find some generalized behavior patterns in stated population. It was found that, as a group, the children were very self-reliant in solving their everyday problems. In all cases the examiner found it easy to establish rapport with the children and in effect found himself to be very popular with them. The clinical profile for the Stanford-Binet generated by the Sacramento City Unified School District (R. E. Valet), Sacramento, California, was used as a basis for a clinical profile on each subject. Vocabulary, verbal fluency, and visual motor perception were the manifest problem areas, as measured on the Stanford-Binet. It was found that

12 out of the 54 children who were referred for learning or emotional problems showed enough neurological deficits to be labeled impaired in CNS functioning in some degree. This dysfunction was diffuse and usually minimal. This is the type of CNS impairment described by Beutler (1962), and Shalindi and Diamond (1960) as being the result of some type of anemia. In terms of the student population anemic conditions of diverse etiology are thought to be more prevalent than in a middle class population. The diet, largely culturally determined, relies heavily on carbohydrate intake to the detriment of protein intake. We are at the present accepting a hemoglobin of 10 gm. as normal for the population even though the national norm is around 12 gm. Besides that there are some genetically determined anemias such as sickle cell anemia and glucose 6 phosphate dehydrogenase which are known to exist in our population. It would be very helpful to run a biochemical pediatric test battery on the children in an effort to investigate the physiological disorders connected with under-privileged populations.

Early in the testing program the poor performance of the children on the Bender Visual Motor Gestalt Test was noted. Based on Anastasi (1958), Hunt (1961), Deutsch (1960), Osborn (1960), and Vosk (1966) the following hypotheses in the area of perception were postulated: 1) there will be no significant difference between the 5 year old underprivileged child and his middle class peer group on tests of perception· 2) there will be a significant difference on these same tests when the 6 and 7 year old underprivileged child is compared to his middle class peer group.

Subjects were selected according to age. Since the school has students from age 4 through age 7, three groups of 50 subjects each were randomly selected from the population of 75 subjects at each age level. The entire experimental group thus consisted of five, six, and seven year olds for a total of 150 subjects. Each subject was screened by the pediatrician to rule out those subjects with impaired vision. Subjects with less than 20/50 vision were not accepted for the experiment. Subjects with motor impairments were also rejected as members of the experimental group.

Materials:

One set of Bender Visual-Motor Gestalt design cards. To score the records The Bender Gestalt Test for Young Children· E. M. Koppitz, (1967) was used. Three no. 2 pencils equipped with erasers. A small stack of 8x11½ mm unlined, white paper. An 'Aristo' stop watch. A score sheet for the examiner on which the subject's performance is recorded.

Procedure:

Each subject was individually tested. The examiner picked up each child in the classroom and on the way to a special, quiet, testing room told the subject that he was going to do some drawing. It was easy to establish rapport with the subject during this little walk. Upon arrival in the testing room the subject was asked to sit in a chair in front of a table, both scaled

down to his size. Pencils and a stack of the 8x11½' paper were on the table. When the subject and examiner were comfortably seated and rapport was established one sheet of paper was placed before the subject and he was asked to listen to the following instructions: 'I have nine cards here and each of them has a design on it. Each card has a different design and I will show you the designs one at a time. I would like you to draw the design just as you see it. You may use any pencil you like. Are there any questions?' The examiner then showed the first design and said: 'Here is the first design, draw it on your paper to make it look just like mine.' The stopwatch is started and each time the subject indicates that he is finished the next card is presented but instructions are not repeated. If the subject has any more questions during the testing session these are answered evasively, e.g. "Do as you think best..." or "Do it any way you wish.." If subject wishes to use more than one sheet of paper he is only discouraged the first time he does it. If he persists no further comment is made.

During the subject's reproduction of the designs precise records are kept on the scoring sheet pertaining to direction of lines. The subject's handedness, his motor ability, and each line the subject draws is replicated as well as numbered so that complete reconstruction of the subject's performance is possible later on. The subject's remarks are noted as well as everything that happens during the testing session. When the subject has finished the last design the timing is stopped and elapsed time is noted.

Evaluation:

The Koppitz scoring system as outlined in the book The Bender Gestalt Test for Young Children (E. M. Koppitz, 1964) is used in the evaluation of the subject's performance. The obtained score is an error score. The Koppitz results will be used as the norm group.

Results:

The results of the experiment are represented in Table I. It will be noted that the above advanced hypotheses have to be accepted. Three psychologists evaluated the subject's Bender scores using the Koppitz evaluation system. The correlation between the 3 evaluators was r=.61.

Table I

Mean -Age	N	Mean Age Norm Group	N Norm Group	Mean Score	Mean Score Norm Group	Stand. Deviation	Stand. Deviation Norm Group	t=C.R.
5-6	50	5-4	38	13.0	13.5	3.5	3.61	.64
6-3	50	6-5	153	10.4	8.1	4.1	4.41	3.77*
7-5	50	7-5	141	8.8	4.7	3.2	3.18	7.74**

The Mean Score represents the average number of errors made by each group in the reproduction of the Bender designs.

The normative group is taken from Koppitz (1967) and represents the group she used and from which her scoring system was devised and validated.

*p=0.001
**p=.00001

Upon inspection of Table I it becomes immediately evident that our 5 year old group performed around the mean number of errors of the control group. A cumulative deficiency is evident in the 6 and 7 year old experimental group when compared with their control groups. The differences in performance are manifest in the mean differences between the experimental and the control groups. These differences were significant at the 0.01 level of confidence for the 6 year old group and at the .01 level of confidence at the 7 year level. The age differences between the control and the experimental group are too small to be taken into consideration.

When the mean differences are unbiased for population estimates the 5 year old group mean differences are not significant for the 6 year old groups $p > .001$, for the 7 year old group $p > .00001$ (estimate). The null hypothesis is thus rejected for the 6 and 7 year old groups.

There is a vast difference between the mean number of errors found for the 6 and 7 year old groups. Since this difference is not observed between the youngest of the comparison groups it may be speculated that some assigned variable is working between ages 5 years-six months, and ages seven years-five months.

Discussion·

The results of this study support the findings that the Negro child starts school at approximately the same performance level as a middle class white child but subsequently falls behind at an ever increasing rate, starting in

the second grade. In the light of the rather uniform and conclusive results of the experiment it is thought that psychological variables as influencing the obtained results may be ruled out. In the writer's opinion, the genesis of the lack of achievement on the part of the underprivileged student lies in the neurophysiology of vision. It is reasoned that, in the absence of pathology, the progression of the neural impulse can only be influenced in two areas in the central nervous system. The first of these is thought to be the reticular activating system serving as an arousal mechanism. (Woodburn 1967, p. 252-259). In view of the uniformity of the obtained results, it is thought that the reticular activating system probably did not play a large role in the way in which the designs on the Bender cards were perceived by the subject's. The second area is thought to be along the neural pathway of vision from the bipolar and ganglion cells, in the plexiform layer of the eye, to the occipital lobe and association area. It is possible that the progression of the impulse is altered at the synaptic cleft where the mode of conduction changes from electrical to chemical transmission. In this way the activity of higher centers would be reduced because of impaired reactions along the neural pathway of vision.

Interesting in connection with the writers speculations is the work of a number of researchers including Hydén (1960), whose studies have confined themselves to animals. Their salient finding was that monkeys reared in the dark for 18 months showed a definite reduction in the volume of R. N. A. at the synapses in the plexiform layer of the eye. This was not found to be so

in the case of their control animals after 8 months of light deprivation. This lends evidence to Hydén's hypothesis that the effort of experience may be stored as R. N. A. in the glial component surrounding nerve fibers and perhaps of brain tissue as well.

Another, very important, point to be considered is that of nutrition. The daily diet of most of the subjects participating in the above described experiment is, for the largest part, carbohydrate. There is thus, in general, a lack of protein intake. RNA is a heavy protein and it is possible that imperfect protein synthesis prevents the formation of a sufficiently large R. N. A. pool.

The readers attention is called to Weiskrantz (1958), who found a scarcity of Muller fibers in the retinas of kittens reared under conditions of light deprivation. It seems that there is evidence emerging from these studies that anatomical changes occur in the nervous system because of lack of experience.

In view of the writers findings and the cited studies, it seems possible that a critical period is involved for those perceptions leading to later school achievement. Scott (1962 p. 957) states that 'Organization inhibits reorganization."

It is equally important to consider the associative areas of the brain and it is suggested that these areas, because of the failure of the nerves to transmit properly, are understimulated and therefore not thoroughly programmed. Using Hebbs concept of the A/S ratio it is thus possible that,

because of understimulation or blocking of stimulation because of defective transmission recognitive functions are underdeveloped. Problem solving and learning are thus impaired.

If this hypothesis can be empirically verified in some way then it would seem as if some neural deficit is present which has its genesis in stimulus (cultural) deprivation. It is interesting to note that in this way significance of the stimulus is only to some extent determined in the central nervous system and that the more important reaction is hampered by neural dysfunction, faulty nutrition, and lack of stimulation. This neural damage seems to be behaviorally evident in the obtained Bender scores in the experimental group.

Since the results of this experiment were so highly significant it was felt that they should be verified with another experiment using materials concerning themselves with the same area. The Frostig Developmental Test of Visual Perception was used as a validating instrument. It was hypothesized that in view of the results obtained on the Bender-Gestalt Test, the results would be poor. The experimental design and the results of this experiment are reported by the Child Development Specialist.

Suggested Research

Since the project was terminated after two years the implication of several of the research projects could not be fully exploited.

With the knowledge gained in the area of perceptual-motor skills a

pod program supplementing the specialist's program should be administrated by the teachers. It would be of interest to run a complete pediatric-bio-chemical profile on each student to establish the bio-chemical make-up of the population. An experiment with a high protein breakfast and lunch should be carried out in view of the fact that the food intake of this population is largely carbohydrate. The entire area of learning styles can be exploited through well designed experiments at each age level.

Objective II: Group Encounter

The psychologist, through group encounter techniques with teaching teams, would develop a cohesive, sensitive instructional team.

Procedure:

As a follow-up to the numerous individualized inservice seminars involving the Inservice Director and a teaching team, the psychologist would meet as often as possible, but no less than twice per week, with specified groups. Group encounter sessions were held in the privacy of the teacher's workroom with only the members of the teaching team. Assurance was given to the team that topics discussed would be considered privileged information; it was felt that this facilitated the encounters and the content and scope of the discussions.

Results:

It was found that these guidance sessions yielded excellent results.

The teaching teams developed a psychological closeness that enabled them to become far more effective as a teaching team than they had been before. The content of the guidance sessions was of a personal nature and intra-team professional problems were discussed for only a small fraction of the time.

Objective III

The psychologist, through individual conferences and group seminars, would help families in the community solve or better understand their specific social or emotional problems.

Procedure:

The role and the competencies of a psychologist were discussed with groups of parents at Community Council meetings and at the Health Fair. The psychologist was part of the staff of The Community School and held a discussion group one evening a week. Topics of interest to the participants were discussed.

Results:

This exposure of the psychologist and a good understanding of his role resulted in a great number of community residents availing themselves of his services; 97 families in total. The nature of the problems discussed covered the gamut of family life and vocational problems as well as problems arising from social-racial issues. The average number of consultations was 3 per individual. Five people were seen once a week for a year. Of all these cases, one still comes once a month and has been doing so for about 18 months.

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Medical Research: Afraya Behal, M.D., Juanita Mann, R.N.

Objective

The health program at the Neighborhood Educational Cultural Centerette would help relieve the children of some of their physical disabilities which subjects them to discomfort and interferes with their learning abilities.

Procedure

The medical program at the Neighborhood Educational Cultural Centerette has been two-fold. The pediatrician would examine and provide full medical treatment for each of the 300 students in the program who need assistance. The doctor would consult with the parents at the initial examination and instruct them in follow-up procedures necessary for maintaining and improving the health of each child. Conferences by the doctor and nurse, with the parents would follow each medical case.

The nurse, who assisted the pediatrician in providing medical treatment for the students, would visit the homes to establish effective communication, and follow-up suggested procedures. The nurse maintained cummulative health records for each child and would aquaint parents and make contact with necessary social agencies.

Preventive medicine was practiced in the form of an active

immunization program which includes D. P. T., POLIO, POLIO BOOSTERS, MEASLES, INFLUENZA, MUMPS, TETANUS, BOOSTERS, and P. P. D. Testing. Nutritional conferences, as well as films on contagious diseases, were presented to the parents.

Specialty services had been provided through the Florida Crippled Children's Commission, Prevention of Blindness, Growth and Development Center, Jackson Memorial Hospital, and The Public Health Department.

Results:

It was noted that children from low income families have low hemoglobin. This was due, in the majority of the cases, to an inadequate diet. During the 1967-1968 school years, 30% of the children were below 11 grams hemoglobin. 1968-1969, only 10% of the same population were below 11 grams.

Skin conditions, such as Impetigo (Florida sores) and ringworm are prevalent in the stated population in Dade County. 40% of the students examined in 1967-1968 had impetigo; in 1968-1969 only 2% of the same population had impetigo. Ringworm was present in 40% of the students in 1967-1968 which diminished to 10% in 1968-1969.

The following data for a two month period illustrates the medical involvement and the significance of the total medical program.

Medical Program at the Neighborhood Educational Cultural Centerette for April, 1969, May, 1969.

	April & May 1969
CLINIC	
Examination and visits with the Doctor	275
Parent Conference	213
Children Visits - Medical Aid	255
No. of children given Rx in Clinic	107
IMMUNIZATIONS	
D. P. T.	0
D. T.	5
Polio	5
Tetanus	3
Small Pox	0
Tuberculin Test	0
LABORATORY TEST	
Urinalysis	96
Stool Test	29
Stool Test Pos Ova Parasite	3
Sickle Cell (known)	1
Hemoglobins	272
SCREENING SKIN	
Screening Skin (Impetigo)	197
Tinea Capitas	197
Treated Tinea Capitas	17
Treated Impetigo	21
REFERRALS	
Eyes	37
Private Doctor	7
Corrected	6
Surgery	1
Jackson Memorial Hospital (Palmer Bascom Eye Clinic)	30
Corrected	18
Pending	12

Florida Crippled Children's Commission	4
Corrected	2
Treated	2
Private E. N. T.	6
Hearing	1
A & T	2
Anti Convulsive Clinic	2
Under Clinic Care	2
Allergy Clinic	3
Mt. Sinai Medical Clinic	5
Out Patient Care	5
Variety Children's Hospital	
Admitted	4
Out Patient	1
Jackson Memorial Hospital	
Admitted	1
Out Patient	3
Home Visits	
Doctor	3
Nurse	123

The medical center has indirectly helped the economic situation of the families involved. Parents didn't have to take a day off from their job to spend the day at a local clinic or hospital. The doctor and the nurse arranged their schedules to meet the schedules of the parents. 100% of the parents participated in this health program.

During the year, special stress was placed on personal hygiene, prevention, and treatment of infection, and adequate diets.

Dental Research: B. C. Shubert, D.D.S., Elsie Johnson, Dental Assistant

Objective

The health program at the Neighborhood Educational Cultural Centerette would help to relieve the children of their dental disabilities which subject them to discomfort and interferes with their learning abilities.

Procedure: Establishment of the Facilities

First it was necessary to alter the design of the two dental operatories from the original architectural concept. This alteration was accomplished mid-way through construction. It was imperative that the professional be in consultation with both architect and contractor so that he may share his technical knowledge with these specialists. Time and motion studies, as well as optimal space utilization, were both realized.

The next step was the selection of proper convertible equipment for both dental operatories. Interchangeable equipment was selected so that maximum flexibility could be attained should the clinic ever serve adults, as well as children. Since the doctor and dentist share office suites, a cross filing system was established which would enable either professional to check the diagnosis and treatment plan for all patients under active treatment.

Both professionals also have a common parent-student waiting room which is furnished with living-room furniture.

Having experimented with the appointment hours, it was found that a combination of day and evening hours were the best. By doing this they not only prevented the breaking of appointments, but provided the working parent with a convenient appointment.

Procedure: Dental Program

The dentist examined and provided full treatment for each student and provided inservice instruction for students, teachers, and parents in dental hygiene. The dental assistant assisted the dentist in providing for the dental needs of each child. During the dentist's absence the dental assistant instructed children in proper toothbrushing technique, as well as familiarizing the children with the dental equipment in order to allay their anxiety.

Dental health educational material had been stressed, both to the teachers and parents. Teachers and aides also received inservice lectures concerning dentistry in general, with emphasis on diagnosis and preventive measures. Movies, colorful posters, and adjunctive dental education materials were presented during the school year.

The dental health of the students at the Neighborhood Educational Cultural Centeretto was well below the national level.

Research shows that twelve year old California school children surveyed had approximately 40% gum disorders. Of the twenty-four year old male and female population, almost seventy percent had chronic destructive bone loss around their teeth. Of the sixty year old population, over twenty-five percent had no natural teeth remaining in their jaws. Approximately thirty percent of all twelve year old children needed orthodontic treatment. These oral conditions did not develop overnight, but could have been prevented by an early treatment program during childhood and early adolescence. Speech impediments, facial deformity, inability to masticate food properly, and many other related dental diseases could have been prevented by early diagnosis and treatment.

At the Neighborhood Educational Cultural Centerette all 300 children were surveyed. Taken into consideration were their dental needs and their emotional response to the dentist outside of a clinic atmosphere. The classroom was chosen for these examinations.

Before any of the students were treated, one pupil from each class was observed by his classmates in the dental chair with all the equipment functioning at maximum noise level. Continuing this philosophy, the first appointment consisted of familiarization with the clinic, introduction of various instruments, and allowing the patient to handle the implements. Then, minimum dental procedures were instituted.

At the conclusion of the appointment, regardless of the patients behavior, ego boosting was done in the presence of the parent and the child. This was followed by a conference with the parent with reference to the child's specific dental condition and preventive measures.

Results:

Since October, 1968, the dental assistant worked with groups of 4 or 5 children, weekly in the classroom and the dental suite. Oral hygiene was taught to the total population and each child was given a toothbrush. 279 students were seen by the dental assistant, some more than once.

As of June 1969, approximately 900 patients visited the dental clinic. These patients had approximately 1400 surface fillings. Other treatment included prophylaxis, x-rays, examinations, fluoride treatments, chrome steel crowns and extractions. The majority of the patients required the same or similiar treatment, i.e. surface restorations, extractions, and prophys. Examinations and x-rays were done on all students.

Research: Community School, Franklin Clark, Community School Director

Objective

Given an active community school program which involves all interested local citizens in all phases of operation, the community will have many of their needs arrested or eradicated.

Procedure:

This project was planned and developed by citizens in the community, local district and county administrators and administrators and teachers from the "Mother School". This involvement with the community citizens immediately initiated pride, trust, and respect for the school and its staff. One might want to keep this in mind when planning a new school or when integrating an existing one. Pre-planning plus the continuous follow up meetings with students, parents, and citizens who will be participating in the program are essential. Pre-determined goals and activities by a county office are not the answer.

Monthly meetings among the community citizens, who formed a council with elected officers last year, teen-agers, and the administrative team and teachers has helped bridge the gap between the school and philosophy and the community. Through multi-news media, written communication, and phone calls, and home visits, the parents and local citizens were continually kept abreast of the goals of the school, the research projects, and available community programs. See attached curriculars.

The following programs have directly affected the school's relationship with the community and parents.

This program at Primary "C" Community School was designed with the realization that the parent was the first teacher of the child.

Programs were established to help parents become more aware of learning methods and techniques which they can use in helping their children achieve a measure of success at home and school, and providing other members of the community with programs which meet their needs and interests.

Primary "C" Community School, in an attempt to meet the needs of the families in the neighborhood, had three major objectives:

> To provide school facilities and personnel from 7:30 a.m. to 10 p.m. to meet the educational and vocational needs and interests of students, parents, and families. Staff differentiation had afforded this project the opportunity to have paid and volunteer persons available from 7:30 a.m. to 10 p.m. daily.
>
> To assist community organizations to improve their leadership and service programs through the use of community school facilities and personnel.
>
> To refer families to well-established community agencies for those services that satisfy their needs which could not be met at the community school.

In order to meet the above objectives the Community Citizens Council (consisting of all persons interested in the school) and its elected officers, in conjunction with the school's administrative staff planned the existing community school programs.

Child Care And Psychology:

The school psychologist conducted classes for parents who were interested in learning about the emotional development of young children. The psychologist also helped parents understand more clearly their roles as families in helping children develop understandings about themselves and the world around them.

Dental Care:

A dental program initiated by the school dentist attempted to accomplish the following:

Inform parents about the immediate need for dental care for their children.

Render full dental care to all students enrolled.

Conduct dental hygiene inservice-classes for parents.

Medical Program

The pediatrician and full time nurse conducted classes for adults.

Classes include:

Discussion of major health issues.

Presentations of films and film-strips on vital health problems for parents who need specific information and guidance.

Involvement of parents with community health agencies so that they could become acquainted with available services in solving health problems.

An instructional program for expectant mothers.

Workshops for families on important issues and problems pertaining to family living.

Full utilization of resource persons from family agencies in the Miami Community.

High School Preparatory Program:

This program was designed to encourage adults who had dropped-out of school to complete their high school education. The programs operated for a period of sixteen weeks. Efforts were made to give the adults a thorough review of basic high school courses (English, Math, Science, and Social Studies). It prepared the adult to take the GED Examination. Those who passed it were awarded the high school equivalency diploma. Any adult who had completed eighth grade could apply for this program.

Eighth Grade Achievement Preparatory Program:

This program, like the one described above, encouraged adults, who dropped-out of school, to return to school for the purpose of taking preparatory work so they could work for their high school diploma, or if they were anxious to improve their skills in the area of reading, writing and arithmetic as well as other general subjects.

General Education Classes:

General education classes included the following courses:

Typing
Child Care
Food Preparation

Sewing
Psychology
Reading

Driver Education
Drama
Arts and Crafts

Leisure Time Activities:

The following leisure time activities were offered for parents and students:

Chess
Drama
Whist

Ping Pong
Bowling
Baseball

Swimming
Basketball
Arts and Crafts

Volleyball
Family Night of Games
Television Viewing

Early Childhood Education

The inservice director met once a month with parents and interested community people to discuss early childhood programs and to make materials which parents could use at home to enrich their child's background. Teachers involved parents in their program, thus affording the individual additional understanding of early childhood education.

Vocational Classes:

Vocational classes were provided for adults with aim being to help them develop vocational skills needed for employment. In addition to the training in classes, the community school also posted weekly, a list of jobs available. The vocational classes included:

Typing
Foods

Basic Clothing (Beginning and Advanced)
Photography

Jobs requiring technical training are arranged with existing institutions or agencies offering such training. This arrangement was done through our community school as a service to persons living in the community.

Big Brothers:

Primary School "C" Community School, in such effort to help fatherless boys, had offered its facilities for meetings, programs, and other Big Brother activities in order that the various services of this organization might be brought closer to families living in our area.

Lending Library Program:

A circulation of film, slide and book library was available to any community citizen, and was related to Negro History and a positive self image.

Mother-Aide Program:

Mothers, grandmothers, dads, aunts, etc., who have some free time during the day, worked in the learning environment under the direction of the pod teachers. Through this program the volunteer aide gained more insight into the curriculum and was better able to understand their child's developmental and behavioral patterns.

Day Care Services:

Day care is provided for all children who have working mothers. The program offers leisure and enrichment activities supervised by certified teachers.

Negro History and Culture Seminars:

Community citizens participated in all inservice seminars on Negro History and Culture. Consultants, films, discussions, and human relations workshops were planned once a month for teenagers and adults.

Friday Night/Saturday Morning Movies:

Popular movies were available on Friday nights for adults: and cartoon movies were shown Saturday morning for all children, Participants usually provided refreshments for the group.

Teenage Dances/Family Supper Parties:

The involved participants had Holiday dances and parties: invitations, *decorations, food, entertainment,* was all arranged by the community citizens.

Community Agencies Utilizing Our Facilities:

The following list of community agencies used the facilities of the Centerette:

Zeta Sorority - conducted weekly public forums on issues and problems of community interest and concern.

United Fund Youth Leadership Training - operated by the United Fund, attempted to prepare and place on jobs youngsters enrolled in high schools in the community.

Girl Scout Council - met periodically to train young ladies interested in becoming Girl Scout Leaders.

Church Organization - formed Neighborhood Council of Churches -- was concerned with total family involvement in community activities.

Model Cities Planning Committee - met weekly; baby sitting services were provided for those who needed it.

Other Programs:

Children's Theatre
Special Communication Skills Course
Community Public Speaking
Radio Workshop
Parliamentary Procedures
Community Reporting (Churches, etc.)
Extensive Health Programs
Informal Togetherness Programs
Stepping Stones (Potential drop-outs)
Personalized Curriculum (Work day; school night)
Community Public Forum
Reading For Fun
Big Sister Program (Girls 6-15)
Crime Prevention
Fine Arts and Culture
Total Recreation Program
Extensive High School Equivalency Program
College Preparation Classes
Acting Classes (Students and adults)
Slimnastics

Parents and interested citizens were involved in the following programs in order to better understand the essence of this project and for the administrative team to better understand the goals of the community.

Dissemination Team:

Parents were involved weekly with the administrative team to disseminate information and guide visitors (averaging 65 per week) through the program. Those parents who once questioned the free learning atmosphere, the non-graded curriculum, multi-age grouping, and individualized program of learning, soon accepted it. This acceptance came about by involvement in the program and understanding the program in more depth.

Monthly Film and Book Reviews:

Educational, racial, socio-economic issues were discussed through film and book presentations by teachers, school specialists, parents, and interested citizens, under the direction of the inservice director.

Monthly Human Relations and Negro History inservice meetings with national Negro consultants are held for parents, school staff, and local educators and citizens. These seminars were followed up by informal meetings and planning sessions on how to incorporate the contents of the meeting into the curriculum.

The following were some of the topics discussed:

"How to Incorporate Negro History Into The Curriculum",
Dr. Leonard Spearman
"Teaching Standard English to Ghetto Children",
Dr. Charles Hurst
"Six Point Plan for Parent Involvement", Dr. Norman Dixon
"Black History Materials", Dr. Norman Dixon
"Black Art", Local Negro Artists
"Who Am I?", Commissioner Athalie Range
"Black Language Patterns", Dr. William Green

"Self Perception", Dr. Paul Clifford,
Dr. Leonard Spearman
"What Factors Contribute to the Positive
Self-Image of The Young Ghetto Child",
Dr. Paul Clifford and panel
"Future For The Ghetto Family", Dr. Paul Clifford
"How The Environment Effects Today's Social
Issues", Dr. Paul Clifford
"Guidance In The Classroom", Dr. Leonard Spearman
"Who Am I?", Dr. Leonard Spearman

Parents aid in the Classroom:

Approximately six parents each day are involved in the prepared learning environment. Teachers planned and scheduled these activities with the parent volunteers. By being involved in the program, again, more rapport was developed between the community and the school. The administrator must set the tone for this kind of a program to exist.

Reporting to Parents:

There were four methods of reporting to parents, each one helping the teacher better understand the student and his home background and vice versa. These methods were: home visits by the total teaching team; pod observation, followed by a conference, school conferences with total team and specialists, and an individualized report card which stated all developmental tasks and indicated just which task the individual student was working on and his accomplishments.

Fieldtrips:

Field trip experiences involving teachers, secretaries, the custodian,

students, parents and family siblings brought the school and home closer together. Excursions included: Picnic and swim party at Matheson Hammock, boat trip through the Everglades and Intercoastal Waterway, train trip to Fort Lauderdale.

The one other area of concern was the school's philosophy on discipline. No corporal punishment was ever administered. The teachers and parents worked together on disciplinary policies at Primary School "C' with the Visiting Teacher Counselor serving as chairman of the Discipline Committee.

Inservice meetings were held with the Inservice Director, Psychologist, Child Development Specialist, and the Visiting Teacher Counselor serving as a panel. The panel discussed the developmental stages and the basic needs of the young child so that the teachers and parents could better understand the behavioral patterns of their children. Copies of these discussions were issued to parents and teachers for future reference.

Pupils were encouraged to develop self-discipline through an intensive guidance program. The Visiting Teacher Counselor used puppets, filmstrips, opened-ended stories, and role-playing to help modify pupil behavior. Conferences were held with parents in the home when children had social development problems. A workable relationship between parents, teachers, and the school was established. As a result, the children at the Neighborhood Educational Cultural Centerette had developed more acceptable patterns of behavior.

Results:

The true signs of free communications and effectiveness between the school and the community, between Black and White individuals, and between young children and adults were:

1. Lack of vandalism
2. "Parent-protection" of building
3. Parent and community involvement in decision making meetings and attendance at planned programs
4. Care for all materials, supplies and equipment (the entire building and all materials and equipment were available to all participants until 10 p.m.)
5. Highest attendance record within the school district
6. Definite measurable intellectual and social growth of entire student population.

Attendance at Special Community Events:

Events	Dates	Attendance
Early Childhood Inservice, Florida Atlantic University	September, December, 1968	200 weekly
Florida Memorial Alumni Meeting	Monthly, 1969	10
Halloween Dance	October 30, 1968	100
Soul Food Dinner and Health Fair	November 12, 1968	350
Children taken to see play (Aladdin) Dade County Auditorium	November, 1968	80
Science Workshop, University of Miami	September, June 1968	45 weekly
Saturday Movies	January - May 1969	65 weekly
Dr. Spearman's Inservice Lecture	January 23, 1969	300
Social Studies Workshop, Dade County Board of Public Instruction	January - June 1969	25 weekly
Expectant Mother's Class	January, 1969	8
Model Cities	February, 1969	100
Kindergarten Administration, University of Miami	January - June 1969	35 weekly

Elite's Tea	February 9, 1969	50	
Early Childhood Education, Parent Inservice	January - May, 1968	30	monthly
Income Tax Sessions	February 11,1969	10	
Concentrated Employment Program	February 13, 1969	100	
Bridge Club	February 7, 1969	20	
Concentrated Employment Program	March 11, 1969	75	
Drop-out Meeting	March 18, 1969	20	
Drop-out Meeting	March 25, 1969	25	
Little League Registration	March 25, 1969	50	
Phi Beta Sigma Meeting	March 25, 1969	50	
Alphabette's Rehearsal	March 25, 1969	25	
Big Sister's Meeting	April 7, 1969	20	
Sigma's Meeting	April 11, 1969	35	
Girl Scouts	April 14, 1969	20	
Alpha Pi Chi Sorority Tea	April 22, 1969	50	
Negro Federation	April 22, 1969	15	
Edison Branch Library Puppet Show	April, 1969	150	
Barry College	April 22, 1969	15	
Broward County Principals	April 17, 1969	50	
Model Cities	April 30, 1969	15	
Piano Audition for Disadvantaged (Sponsored by E. O. P. I.)	April 30, 1969	10	
Debutante Charm School	April 30, 1969	70	
Concentrated Employment Program	April 30, 1969	50	
Medina Group	April 27, 1969	20	
Seminole Indians Delegation Meeting	April 15, 1969	10	
Concentrated Employment Program	April 15, 1969	50	
Alphabette's Tea and Fashion Show	April 13, 1969	50	
Model Cities Meeting	April 11, 1969	20	
North Travel Bureau Meeting	April 8, 1969	3	
Early Childhood Workshop	April 7, 1969	30	
Concentrated Employment Program	May 6, 1969	25	
Beta Club Meeting	May 8, 1969	20	
Little League Baseball Meeting	May 12, 1969	20	
Delta's Deb Meeting	April 14, 1969	70	
Sigma's Meeting	May 15, 1969	30	
Community Council Meeting	May 19, 1969	25	
Florida Memorial University	May 22, 1969	30	
Fashion Show by Northwestern Spanish Club	May 22, 1969	30	
Concentrated Employment Program	May 23, 1969	25	
Parent's Night	May 28, 1969	200	
Fisk Alumni Meeting	June 6, 1969	10	
Senior Citizens Meeting	June 6, 1969	200	

Community School Banquet (Presented by Community School Directors from 4 community schools including Primary "C")	June 6, 1969	20
Friendship Garden Club	June 6, 1969	200
Local Nursery Graduation Exercise	June 8, 1969	100

Year-Long Community School Activities:

Activities	Youth or Adult	Meetings Per Week	Hours Per Week	Average Attend-ance	Total Weekly Attendance
High School English	Adult	1	3	10	10
High School Mathematics	Adult	1	3	10	10
High School Science	Adult	1	3	10	10
High School Government	Adult	1	3	10	10
Basic Adult Education	Adult	2	3	4	8
Story Hour For Children	Youth	5	5	125	625
Evening TV Viewing	Youth	5	10	30	150
Kiddie Show (Saturday)	Youth	1	2	100	100
Girl Scout Leadership Training Group	Adult	1	2	15	15
Community School Council	Adult	1/mo.	1	25	25
Drama	Adult	5	10	10	50
Civil Air Patrol	Youth	1	2	6	6
Friday Evening Movies	Youth	1	4	15	15
Evening Recreational Program	Youth	6	2	30	180

Appendix A

Inservice Project, Consulting Services: June, 1968 - June, 1969

Staff Development:

Name	Topic	Type of Inservice
Augenstein, Mildred Coordinator, Staff Development Department Of Research Development And Evaluation Miami, Florida	'The Role Of The Laboratory School Teacher', "The Use Of Self Evaluation Instruments For Teacher Characteristics', "Systematic Observation In The Classroom", "Analysis Of Research Instruments For Teacher Characteristics'	Lecture, open discussion, individual conferences; small group involvement
Frost, Patricia Inservice Director Primary School "C" Miami, Florida	"Early Childhood Education', "Individualization of Instruction', 'The Role of A Team Teacher', "Grouping, Scheduling, and Pacing', "Human Relations', 'How To Involve The Community In The Pod Program', 'How Children Learn","Your Role In The Laboratory School', 'Are Children Prejudiced?', 'Do You Know Yourself?'	Lecture, open discussion, individual conferences, small group involvement
Frymier, Jack Professor of Education Ohio State University Columbus, Ohio	"Motivation And Academic Stimulation', "Motivation And Academic Stimulation For Self-Directed Learning'	Lecture, question/answer session, large group involvement
Heathers, Glenn Professor of Educational Research, Learning Research And Development Center University of Pittsburgh, Pittsburgh, Pennsylvania	"Strategy Of Educational Reform', "Education For Problem Solving', 'Individualizing Instruction: Self-Directed Learning", 'Teaching As Problem Solving'	Lecture, question/answer session, large group involvement

Hunter, Madeline Principal, Laboratory School, UCLA, Los Angeles, California	"Focus On Individualized Reading"	Lecture, small group discussion
Kounin, Jacob Professor, Wayne State University Detroit, Michigan	"The Ripple Effect On Discipline"	Lecture, question/answer session, film presentation
Neilson, Elwin Project Impact Polk County Board of Education Des Moines, Iowa	"Creativity In Teaching", "The Creative Learning Climate"	Lecture, question/answer session, large and small group involvement
Provus, Malcolm Pittsburgh Public Schools, Pittsburgh, Pennsylvania	"Assessment Of Student Population", "Assessment Of Educational Outcomes"	Open discussion, small group involvement

Human Relations:

Adams, Nelson Principal, Dunbar Elementary School Miami, Florida	"What Factors Contribute To The Positive Self Image Of The Young Ghetto Child?"	Panel discussion
Aspey, David Professor of Education University of Florida Gainesville, Florida	"Interaction Analysis", "The Classroom Climate"	Lecture, open discussion, large and small group involvement
Augenstein, Mildred Inservice Coordinator Department of Research Development and Evaluation Miami, Florida	"The Role Of The Laboratory School Teacher", "The Use Of Self Evaluation Instruments For Teacher Characteristics", "Systematic Observation In The Classroom", "Analysis Of Research Instruments For Teacher Characteristics"	Lecture, open discussion with small groups

Clifford, Paul Professor of Educational Psychology Atlanta University Atlanta, Georgia	'Self Perception', "How The Environments Effects Today's Social Issues", 'Future For The Ghetto Family"	Lecture and panel discussion
Combs, Arthur Professor of Education Research University of Florida Gainesville, Florida	'Pupil's Behavior As Related To Teacher's Self Concept'	Lecture, open discussion, large group involvement
Dixon, Norman R. Professor of Education Coordinator, Graduate Study in Education Southern University Baton Rouge, Louisiana	'Sensitivity To The Black'	Lecture, open discussion
Frost, Patricia Inservice Director Department of Research, Development and Evaluation, Primary School 'C' Miami, Florida	"Systematic Observation of Total Learning Environment', 'Interaction Analysis", 'Interpersonal/Intrapersonal Relations', "Human Relations As Related To Parents, Teachers and Aides", "Self Perception"	Lecture, open discussion, individualized seminars
Goldsmith, Jerry Psychologist Primary School "C" Miami, Florida	'Group Encounter With Teaching Team', 'Mental Health', 'Interpersonnel/ Intrapersonnel Relations'	Individualized Parent and Team session
Hankinson, Oscar Professor, Department Of Research and Evaluation, Philadelphia Board of Public Instruction Philadelphia, Pennsylvania	'Are You Sensitive To Current Educational And Social Problems In Our Urban Schools?', "Human Relations Workshop'	Informal lecture and informal workshop

Infanta, Sister Marie Center Director Child Opportunity Program, Economic Opportunity Program, Inc. Miami, Florida	'What Factors Contribute To The Positive Self Image Of The Young Ghetto Child?'	Panel discussion
Jones, Florene Director, Operation Equality Project Urban League Of Greater Miami	"What Factors Contribute To The Positive Self Image Of The Young Ghetto Child?"	Panel discussion
Kounin, Jacob Professor of Education Wayne State University Detroit, Michigan	'Classroom Ecology', 'Classroom Organization And Management"	Lecture, open discussion
Spearman, Leonard Professor of Education Southern University Baton Rouge, Louisiana	'Teaching The Young Disadvantaged Child", "Who Am I?', 'Guidance In The Classroom', 'Self Perception', 'The Role Of The Administrator In The Urban School', 'Five Point Parent-Teacher Plan For The Education Of The Ghetto Child"	Lecture, question/answer sessions

Curriculum Research:

Angel, Charles Child Growth Development Specialist Primary School "C" Miami, Florida	"Developmental Tasks For Students Ages Four Through Eight", "Continuous Pupil Assessment Aids In The Individualization Of Curriculum", 'Pupil Characteristics And Learning Styles', 'Perceptual Motor Development Workshop", "Prescription Program"	Workshops, small and large groups, individual conferences

Aspinall, John Supervisor, Art Education, Dade County Board of Public Instruction Miami, Florida	"Developmental Levels Of Creative Artistic Expression", 'Art: The Process, Not The Product'	Lecture, small group involvement
Bereiter, Carl Ontario Institute Toronto, Ontario Canada	'The Language Program In The Ghetto Schools', Materials Workshop	Lecture, large group presentation
Bernstein, Sylvia Media Specialist Primary School "C" Miami, Florida	'Multi-ethnic Library Materials', 'Multi-media Material', 'Single Concept Film'	Lecture, small group involvement
Blinn, Herbert Department of Research Development and Evaluation Miami, Florida	'Music, A Part Of The Total Curriculum', 'Music, A Vital Component Of An Early Childhood Program'	Workshops, individualized and small group sessions
Bloom, Herbert Project Manager Curriculum Laboratory Department of Research, Development and Evaluation Miami, Florida	'New Approaches To Curriculum Planning', 'How To Write Behavioral Objectives"	Discussion, individual and small group workshops
Borge, Enola University of Wisconsin Madison, Wisconsin	'Transformational Grammar"	Lecture
Burrill, Dwight Director, Innovation Center, Instructional Resources, Miami Dade Junior College Miami, Florida	"Computer Education"	Individualized workshop

Davis, Geraldine Visiting Teacher Counselor, Primary School "C" Miami, Florida	"Study Of The Child", "Case Study Approach", "Pupil/Parent Guidance", "Discipline"	Individualized workshops
De Mayo, Katherine Consultant Board of Public Education Miami, Florida	"Language Program", "Programmed Reading"	Open discussion, small group
Dimondstein, Geraldine Program Coordinator Arts and Humanities Central Atlantic Regional Educational Laboratory Washington, D. C.	"Dramatic Play And Dance For Language Arts Development"	Workshop, large group involvement
Dinn, Margaret Consultant, Board of Public Education Miami, Florida	"Oral Language Program"	Lecture, discussion
Dixon, Norman R. Professor of Education Coordinator, Graduate Study in Education Southern University Baton Rouge, Louisiana	"How To Incorporate Negro History Into The Elementary School Curriculum", "Moti- vation Versus Censorship"	Lecture, discussion
Doolin, Howard Consultant, Board of Public Education Miami, Florida	"Role Of Music In The Classroom", "Autoharp"	Individualized workshop
Emerich, Paulette Perceptual Motor Specialist Primary School "C" Miami, Florida	"Perceptual Motor Develop- ment Workshop"	Individualized workshop

Fraser, George Audio-visual Resource Coordinator, Drew Middle School Miami, Florida	"Audio-Visual Resources", "Single Concept Film"	Individualized workshops
Frost, Patricia Inservice Director Primary School "C" Miami, Florida	"The Prepared Environment", "Approaches To Individualization Of Instruction", "Multi-age Grouping And Personal Scheduling", "Early Childhood Curriculum", "How Young Children Learn", "Team Teaching", "Use Of Materials", "New Approaches To Teaching"	Group and individualized seminars and open discussions
Goldsmith, Jerry Psychologist Primary School "C" Miami, Florida	"Developmental Tasks For Students Ages Four Through Eight", "Study Of The Child", "Neurological Correlates Of Behavior", "Pupil/Parent Guidance", "Pupil Characteristics And Learning Styles"	Lectures, and open discussions
Green, William Curriculum Director Joint Council Of Economic Education New York, New York	"Analysis Of Speech Patterns And Problems", "Oral Language Activities For Speech Development"	Lecture, open discussion, workshop, small group involvement
Greenberg, Richard Elementary Science Coordinator, Board of Public Education Miami, Florida	"The Process Approach To Learning"	Workshop, small group involvement
Hartman, Cathy Goals and Assessment Writer, Assessment Project, Department of Research Development and Evaluation Miami, Florida	"Individualizing Math!", "Individualized Math Kits"	Individualized workshops, small group involvement

Holt, John Author	"Why Children Fail"	Lecture
Hurst, Charles Professor of Education Howard University Washington, D. C.	"Teaching Standard English"	Lecture
Karrenbauer, Beverly Pittsburgh Public Schools Pittsburgh, Pennsylvania	"Perceptual Motor Training Program", "Parent Involvement With Learning Disabilities"	Workshops, lecture, small and large group involvement
Koepke, Charles Project Director Department Research Xerox Corporation New York, New York	"AAAS Science Program", "Behavioral Objectives· Science/Math", 'How To Make Children Think'	Open discussion
Kounin, Jacob Professor of Education Wayne State University Detroit, Michigan	"Curriculum Effects Behavior"	Lecture, small group open discussion
Messer, Nancy North Central District Arithmetic Teacher Board of Public Instruction Miami, Florida	"Individualizing Math!", "Self Directed Math Activities"	Small group workshop
Martin, Bill Author	"Patterns of Language"	Video tape session with students, small group involvement
Nesbit, Mary Consultant Board of Public Instruction Miami, Florida	"Math Program"	Discussions with inservice and administrative staffs

Rambush, Nancy Director Responsive Environment Corporation Englewood Cliffs, New Jersey	"The Prepared Environment", "Learning How To Learn"	Lecture, open discussion, large group involvement
Skutch, Margot Director Early Learning Center Stanford, Connecticut	"Prepared Environment"	Film, small group discussion
Spearman, Leonard Professor of Education Southern University Baton Rouge, Louisiana	"Teaching The Young Disadvantaged Child", "Who Am I?", "Guidance In The Classroom", "Self Perception", "The Role Of The Administration In The Urban School", "How To Incorporate Negro History Into The Curriculum On The Early Childhood Level", "Negro History", "Today's Leaders And Their Philosophies"	Lectures
Taft, Jerome Coordinator Evaluation Department Research Development, Evaluation Miami, Florida	"Continuous Pupil Assessment Aids In The Individualization Of Curriculum", "Pupil Characteristics And Learning Styles"	Lectures
Zaher, Della Project Manager Project Follow-Through Board of Public Instruction Miami, Florida	"Perceptual Motor Development Workshop"	Workshop, small group sessions

Small group: 1 to 20 people

Appendix B

INSTRUCTIONAL MATERIALS, SUPPLIES, AND EQUIPMENT

Code: (1) Quantity - based on 75 children, ages four through eight, in one large learning pod.
(2) Description of item - includes manufacturer or publisher.
(3) Vendor - only suggested distributor. Primary School 'C' purchased items from stated vendor.

Furniture

Qty	Description of Item	Vendor
75	Chairs, 13", 15", stacking type	Virco Mfgs.
5	Rocking Chairs, 11" Maple	Creative Playthings
1	Love Seat, 2 seat	Southern Desk
1	Coffee Table	Southern Desk
4	Hassocks, 20" diameter	Sears, Roebuck
10	Folding Chairs	Virco Mfgs.
2	Tables, 30"x60'	Virco Mfgs.
1	Table, round, 48' diameter	Virco Mfgs.
4	Tables, folding, 30"x72", adj. legs	Newton
25	Tables, trapezoidal, adj. metal legs, 30'x30"x30'x60"	Virco Mfgs.
3	Teacher's Desks, Peabody	Dolan Enterprises Inc.
3	Wardrobe/Chalk Board Unit, 4'x6', mica and chalk	Granada Shops
3	Sand Tables	Blackhawk Valley
2	Globe/Stand, 12", 16'	Denoyer/Geppert
1	Visual Relief Map-Florida, 64x54	Denoyer/Geppert
1	Readiness & Primary Level Map, U. S. A.	Denoyer/Geppert
1	Primary Map - Florida	Denoyer/Geppert
1	Portable Map Stand	A. J. Nystrom

Audio Visual

1	Combination film strip & slide projector, Graflex SM500	Miami Audio Visual Co.
2	Filmstrip previewer - Graflex E-Z	Miami Audio Visual Co.
1	Overhead projector 10x10 Beseler	Spire Audio Visual
1	Projection table 42'	Bretford, Mfg. Co.
1	Projection table 36"	Bretford, Mfg. Co.
1	Projection table 26"	Bretford, Mfg. Co.
1	Projection screen, wall, 60x60	Spire Audio Visual

Audio Visual Continued

Qty	Description of Item	Vendor
1	Projection screen, tripod, 60x60	Spire Audio Visual
1	16mm sound movie projector, Bell & Howell #540	Gordon Cook
1	Opaque projector, Beseler Vulyte 6205	Spire Audio Visual
1	Carousel, Kodak slide projector, remote extension	Audio-Visual of So. Miami
3	Carousel trays	Audio-Visual of So. Miami
1	Super 8mm Kodak projector, M-70	Burney's Camera Supplies
1	Super 8mm technicolor, zoom lens camera, light-meter, flash attachment	Burney's Camera Supplies
1	Video tape recorder, Ampex	Mountain Electronics
1	Vidicon camera, Ampex	Mountain Electronics
1	Video/RF monitor, 19", Ampex	Mountain Electronics
1	Video/RF mike, #2001, Ampex	Mountain Electronics
1	Video/RF camera tripod, TR-2, Ampex	Mountain Electronics
4	Video/RF tape (1 hr)	Mountain Electronics
3	Tape Recorder, BPI Specifications 3M Co. Revere 3000: Wollensak	Enfield Miami Photo
2	Tape recorder, 350 Cassette, Norelco	Gordon Cook
2	Language Master-Bell & Howell	Gordon Cook
1	Record player-Newcomb 124	Gordon Cook
3	T. V. Stand	Audio-Visual of So. Miami
3	Television, Admiral	Board Public Inst.
2	Listening stations, 8 head sets	Electronic Wholesale
2	Bell & Howell Language Master	Gordon Cook
1	Polaroid Camera, Model 180, flash, light meter	Burney's Camera Supplies
1	Camera, 35mm, Minolta Himatic 7	Burney's Camera Supplies
1	Kodak Instamatic Movie Light	Burney's Camera Supplies

Guidance-Prescription Tools

1	Multi-Media Kit, 'Little Things That Count', and We're Growing up'	Eye Gate House, Inc.

2	Sets of Sheram Puppets, 16 Puppets	Community Playthings
1	'Patterns of Behavior Kit', 9 filmstrips	Eye Gate House Inc.
2	'Words and Action Kit', large role playing photos	Holt, Rhinehart, and Winston
75	Frostig Test of Visual Perception, 1963	Follet
75	Peabody Picture Vocabulary, 1965	American Guidance Service
75	Gates-McGinitie Reading Test	Teachers College Press
75	Plats Test	Dade County
75	Arithmetic Diagnostic Test	Dade County
20	Head Start Inventory Tests	Dade County
75	Metropolitan Readiness, 1965	Dade County
75	Purdue Perceptual Rating Scale, 1966	Mimeo
75	Keystone, Telebinocular, 1965, Keystone View Test	On loan from Barry
75	Stanford, Diagnostic Reading Test, 1966	Harcourt, Brace
75	Dvorine Color Vision Test, 1953	On loan from Barry
75	Stanford Achievement, 1964	Harcourt, Brace
1	Wechsler Intelligence Scale For Children	Psych. Corp.
1	Leiter International Performance Scale, Level II-VII	Stoelting Corp.
1	Wechsler Preschool & Primary Scale of Intelligence WPPSI	Psych. Corp.
1	The Ayres Space Test	West. Psych. Service
1	Make A Picture Story Test	Psych. Corp.
1	Children's Apperception Test (C.A.T. A)	W. P. S.*
1	Children's Apperception Test (CAT H)	W. P. S.*
1	Wide Range Achievement Test	Guid. Ass'n
1	Benton Visual Retention Test	Psych. Corp.
	Porteus Mazes	Stoelting Corp.

*Western Psychological Association
All tests are to be individually given

Perceptual-Motor

1	Fairbanks/Robinson Program/ 1-FRI Complete Program	Teaching Resources Inc
1	DBI 1 Dubnoff School Program/1 Level 1 Instructor's Guide DSI/G1	Teaching Resources Inc
1	DS2 Dubnoff School Program/2 DS2-G Instructor's Guide	Teaching Resources Inc

Perceptual-Motor Continued

Qty	Description of Item	Vendor
1	EPI - Erie Program/1 Complete Program	Teaching Resources Inc
1	Shapes Lotto, Playskool	Drago
1	RC1-1 Fruit & Animal Puzzles	Teaching Resources
2	RC1-2 Small Form Puzzles	Teaching Resources
2	RC1-3 Large Form Puzzles	Teaching Resources
2	RC1-5 Association Cards	Teaching Resources
3	Parquetry Blocks, Playskool	Drago
2	Color Cubes, Playskool	Drago
2	Blockcraft, Construction Blocks, Sifo	Drago
1	Whole Part - Whole Puzzle, Playskool	Drago
1	Seeing Likenesses and Differences Level 1-2-3	Continental Press
2	Visual Motor Skills, Level 1-2	Continental Press
1	Frostig Program for Visual Perception The teacher's handbook accompanying the work sheets contains many concrete and semi-concrete activities to be used as lead up activities to the work sheets.	Follet
2	Ringtoss	Creative Playthings
2 doz	Bean Bags	Judy Co.
1	Balance beam 2"x4"x8'	Community Playthings
1	Balance beam with stand - 6'	Community Playthings
1	Balance platform	Community Playthings
6.	Tinkertoys - large set	Drago
2	Photo Puzzles	Responsive Environment
2	Tangram Puzzles	Responsive Environment
2	Tangle Angles	Responsive Environment
2	Shape Analysis Matching Game	Responsive Environment
2	Building cylinders	Responsive Environment
1	Record: Listening & Moving I	Sound Shak
1 set	School set of Sta-put Blocks, (bolts/wooden sections)	Community Playthings
2 sets	Pattern learning from insets, 8 cut-outs with matching insets	Creative Playthings

Physical Education

10	Balls, 6"	American Seating Co.
5	Balls 8½"	American Seating Co.

Physical Education Continued

Qty	Description of Item	Vendor
5	Balls 10"	American Seating Co.
12	Ball-bearing skipping ropes	Creative Playthings
15	Hula Hoops	Sears, Roebuck
3	Tumbling mats & mat cart	Zipp Sporting Goods
2 sets	Low parallel bars	Zipp Sporting Goods
2	Horizontal Bars, adj., graduated sizes	William Carrett
1	Cargo Net	Sterling Net Co.
1	Jungle Gym	Frank Morrison
		Playground Equip.
1	Movement Education Apparatus: "Creative Adventure Playground" (tires, tunnel, ladders, towers, mazes)	Primary School "C"

Creative Arts:

Music

1	Piano, Wurlitzer, Model 2924	S. E. Philpitt & Sons
15	Rhythm Sticks, Peripole 205A	Peripole Inc.
10	Chromatic Bells, 17 note PE417	Peripole Inc.
1	Rhythm Band Set, RB-23	Rhythm Inc.
20	Wrist Bells, RB-839	Rhythm Band Inc.
3	Mano-hand drum with mallet	Rhythm Band Inc.
3	Autoharps, 12 Bar-RB1506	Rhythm Band Inc.
8	Diatonic Step Bells, 8 note, RE2522	Rhythm Band Inc.
2 ea.	Red clay pots, 2", 3", 4", 5", 6", 7"	Melrose Nursery & Soils Co.
1	Introduction to Musical Instruments Record	Western Publishing Educ.
1	Introduction to Orchestra Record	Western Publishing Educ.

Arts & Crafts

6	Brayers	Drago
5	Easel, adjustable, double, Milton Bradley	Drago
3 bxes	Paint Brush, long handle, stiff bristle #18	Stores & Distribution
12 yds	Burlap, Ass't colors	Stores & Distribution
5 rms	Tagboard 12"x18", 18"x24", 24"x36"	Stores & Distribution
10 rms	Construction paper, 12"x18", 18"x24" (each color and each size) ass't colors	Stores & Distribution

Arts & Crafts Continued

10 rms	Manila Drawing Paper, 12"x18", 18"x24" (of each size)	Stores & Distribution
5 rms	White Drawing Paper, 12"x18", 18"x24" (of each size)	Stores & Distribution
10 rms	Newsprint, 12"x18", 18"x24" (of each size)	Stores & Distribution
3 rms	Finger Paint Paper, 12"x18", 18"x24" (of each size)	Stores & Distribution
24	Paint Cups	Drago
2 cse	Tempera Paint, ass't colors in plastic (ea. clr)containers	Milton Bradley Drago
1	Finger Paint, ass't colors in plastic (case of each color) containers	Milton Bradley Drago
50 bx	Crayons, ass't colors, roll, wax,	Milton Bradley Drago
1 bx	Chalk, ass't colors	Stores & Distribution
5 Skeins	Rug yarn, ass't colors	Stores & Distribution
3	Clay (25 lb can)	Drago
1 doz. pkg.	Pipe cleaners, 10", ass't colors	Drago
2	Paper cutter, 18"x18", 24"x24"	Barnett's Office Supply
3	Work benches, 24" high	Blackhawk Valley
3 sets	Work tools: light weight hammers, screw drivers, saws, drills, work tool box	Sears, Roebuck
6 pkg	Craft tissue, ass't colors	Drago
6 gal	Paste in plastic containers	Stores & Distribution
24	Paste cups	Stores & Distribution
12 ea	Scissors, 4" blunt, pointed, left handed	Stores & Distribution
4 yds	Felt, ass't colors	Drago
2 pkg	Velour sheets, 10"x13", Judy Co.	Drago
2 bx ea color	Crepe paper, ass't colors, Dennison	Drago
1	Rubber Puppets, Negro family, animals, community workers	Creative Playthings

Drama

1	Portable stage platform, rollaway 72"x96"x16"	American Seating Co.

Drama Continued

Qty	Description of Item	Vendor
1	Store front or puppet stage	Creative Playthings
1 set	Animal puppets, finger	Community Playthings
1 set	People puppets, finger	Community Playthings
1 set	Rubber puppets, family, community	Community Playthings
of ea	helpers, animals	
1 set	Rubber zoo animals	Creative Playthings
1 set	Rubber farm animals	Creative Playthings
1 ea	Instructo puppet playmates: Goldilocks and 3 Bars, 3 Little Pigs, Community Helpers, Space Explorers	Drago
1 ea	Kitchen furniture: refrigerator, sink, stove, cabinet, cooking set, tea set, cutlery set, Sifo Co.	Drago
2	Mirrors, 1 hand, 1 wall	Sears, Roebuck

Critical Analysis

1 set	Solid Geometric Shapes, wood, Milton Bradley	Drago
1	Pegs, 3/4" round, Milton Bradley	Drago
(box of 1000)		
10	Peg Boards, wooden, Milton Bradley	Drago
18	Primary "C" Math Kits	Primary School "C"
1 set	1st - 10th Card Game	Drago
1	Addo Game, Kenworthy Education Service	Drago
1	Number Sorter	Creative Playthings
1	Tens Board, Ideal	Drago
1	Time Tell Quizmo, Milton Bradley	Drago
1 bx	Counting Rods	Drago
1 bx	Giant Beaded Number Cards-Touch, Inc.	Drago
12	Geo-Boards	MacArthur High School
2	Design cubes in wooden box	Child Craft
1 set	Farm tools with long handle hoe, rake, shovel	Creative Playthings
2	Lego Building Set - large	Responsive Environment
2	Numeral Jigsaws, puzzle	Responsive Environment
4 sets	Scribble Stix	R. H. Stone Products
1	AAAS Science Program	Xerox
1	O. M. S. I. Kit	Omsi
1	Teacher's Pre Number Demonstration Kit	Harper & Row
4	Blockraft, large set, Sifo	Drago

Critical Analysis Continued

Qty	Description of Item	Vendor
4	Tinkertoys, large set	Drago
2	Nesting pyramids, 12 plastic discs	Responsive Environment
2	Color Matchem Ball/Block Set	Responsive Environment
2	Color/Number Dominoes	Responsive Environment
2	Peg/Numeral Puzzle	Responsive Environment
1	Counting Pole, vertical number groupings	Responsive Environment
1	Mathematical Equalizer Balance	Responsive Environment
2	Basic Shape Set	Responsive Environment
2	Shape Analysis Matching Game	Responsive Environment
1	School Set of Holebrook Blocks, see-through blocks of varicus geometric shapes, wooden	C. C. M. Standard School. Inc.
1	Fish tank, 20 gal., portable, stainless steel, stand, thermometer, heater, aerator/filter, light	Peterson's Pet Supply
25	Fish and plant life, aquarium supplies	Tropical Fish, Unlimited
5	Jars of iron filings	Drago
2	Plastic super magnet	Drago
1 set	Colored viewing glasses	Creative Playthings
1	Magnifying glass on tripod	Creative Playthings
1	Animal cage - large, 22"x20"x15"	Creative Playthings
1	Thermostat, 4-egg incubator with transparent plastic base	Creative Playthings
2	Educator Blocks	Drago
2	Concentration Game	Drago
2	Park and Shop Game	Drago
2	Easy Money Game	Drago
4	Alphaset No. & Operational Signs	Judy Co.
4	Number Idents - Flannel	Judy Co.
1	Beginning Science Kit: Fischler, Lowry, & Blanc; materials, charts, & Progress Booklets	Holt, Rinehart & Winston
2	Judy Co. Clock #701	Drago
2	Judy Mini Clock Set #702	Drago
1	Basic Math Time Set (10 geared clocks)	Creative Playthings
2	Kinesthetic Numeral Cards & counting discs, Instructo	Drago
5 doz	Show Me Card Pocket	Drago
5 sets	Jumbo No. Cards	Drago

Critical Analysis Continued

Qty	Description of Item	Vendor
2	One Hundred Chart	Drago
5 doz	Pupil Number Line	Drago
2 sets	Place Value Chart	Drago
4 bx	Folding Perception Cards	Drago
2 sets	Volume Relationships Sets	Drago
2 bxs	Large Beads & Laces, Milton Bradley	Drago
2 sets	Liquid Measure Set, plastic	Drago
2	Playstore Scale	Drago
2	Pan Balance Scale	Creative Playthings
2	Thermometer, wall	Drago
2	Ideal Thermometer, 7"x2", sliding ribbon	Drago
1	Classroom Math Set, (30 magnetic boards, discs)	Creative Playthings
2	Minute Minder Self Winding Clock	Creative Playthings
2 sets	Dominoes, Instructo	Drago
2	Jumbo Color Dominoes, Milton Bradley	Drago
2	Wooden set dominoes, Playskool	Drago
2	Dollars/Cent Place Value Kit	Drago
2	Toy money, bills, coins	Drago
2	Playstore cash register, Tom Thumb	Drago
2	New Math Relationship Cards	Drago
2	Flannel Board Aids, Classification	Drago
2	Negro Family Flannel Board Aids	Drago
2	Zoo Animals Flannel Board Aids	Drago
2	Circus Animal Flannel Board Aids	Drago
4 bxs	Quiet Counters, soft plastic	Drago
1 doz	Plain Edge Rulers, $\frac{1}{2}$" scale	Drago
1 doz	Plain Edge Rulers 1" scale	Drago
2 sets	Walk On Number Line	Drago
1 doz	Individual Number Line	Drago
1	Runner Number Line	Drago
2	Stepping Stones, Instructo, Rubber	Drago
1	Visual Elem. Flannel Bd. Math Kit C, 329 pieces	L. W. Singer
1	Flannel Board Kit D, fraction, geometry set, 129 pieces	L. W. Singer
2	Science Posters	D. C. Heath
4	Cuisenaire Rods, complete sets	Cuisenaire Co. of America
1	Coffee stirrers (10,000 per case)	Dade Paper & Bag Co.

Critical Analysis Continued

Qty	Description of Item	Vendor
10 pkg	Felt Counting Discs ½"xl"xl¼", ass't colors	Elementary Teaching Aids
1	Developing Number Experience Kit A	Holt, Rinehart & Winston
2	Greater Cleveland Math Program Grade I, II	S. R. A.
2	Skoneateles Trains Set, Playskool	Drago
2	3 Car, straight-away roadbed set, Playskool	Drago
2	4 Car, circle & switch set, Playskool	Drago
2	Bridge, wooden, Playskool	Drago
2	Tunnel, wooden, Playskool	Drago
2	Color stacking discs, Playskool	Drago
2	Duffel Bag O'Blocks, Playskool	Drago
4	Parquetry Blocks, Playskool	Drago
1	Playskool Village	Drago
1	Double 9 Club Dominoes, Playskool	Drago
2	Color Cubes, Milton Bradley	Drago
2	Lincoln Logs	Drago
1	Whole - Part - Whole Puzzle, Playskool	Drago
1	Shape Lotto, Playskool	Drago
24	Plastic Marks, Red & Black	Ideal
2	Abacus, Playskool	S. R. A.
1	Bead Frame	S. R. A.
1 set	Wollensak Arithmetic Tapes: whole, half, quarter, three-quarters	Enfield Co.
2	Attribute Block Set	McGraw Hill, Inc.
2	Mirror Cards Set	McGraw Hill, Inc.
1 set	School Set of Unit Blocks, wooden	C. C. M. Standard School, Inc.
1 set	Special Unit Block Pieces	C. C. M. Standard School, Inc.

Communications

1	Invitations To Story Time	Scott Foresman
1	First Talking Storybook Box	Scott Foresman
1	Extra Set of 21 Storybook Box	Scott Foresman
1	Part #1 Consonants First Talking Alphabet & Duplicating Masters	Scott Foresman
1	Part #2 Vowels, First Talking Alphabet, Duplicating Masters	Scott Foresman

Communications Continued

Qty	Description of Item	Vendor
2	Little Picture Cards	Scott Foresman
2	Alphabet Cards	Scott Foresman
1	Invitations To Personal Reading, 1	Scott Foresman
1	Invitations To Personal Reading, 1B	Scott Foresman
1	Invitations To Personal Reading, 2	Scott Foresman
1	Invitations To Personal Reading, 2B	Scott Foresman
2	ABC Lotto - Ed - U - Cards	Drago
2	Zoo Lotto - Ed - U - Cards	Drago
2	Farm Lotto - Ed - U - Cards	Drago
2	Go-together Lotto - Ed - U - Cards	Drago
2	Object Lotto - Ed - U - Cards	Drago
2	What's Missing Lotto - Ed - U - Cards	Drago
2	World About Us Lotto - Ed - U - Cards	Drago
2	Picture Dominoes Ed - U - Cards	Drago
2	Animal Dominoes Ed - U - Cards	Drago
2	On The Farm Lotto Ed - U - Cards	Drago
2	Around The House Lotto - Ed - U - Cards	Drago
2	Picture Readiness Game, Dolch	Drago
2	Who Gets It?, Dolch	Drago
2 ea	Match Sets I, II, Dolch	Drago
2	Dolch Sounding Consonant Lotto	Drago
2	Dolch Sounding Vowel Lotto	Drago
1	Peabody Language Development Kit, Level I	American Guidance Services
1	Tell Again Story Cards, Level I	Webster Division McGraw Hill
1	Tell Again Story Cards, Level II	
1	Rhymes for fingers & flannel boards	Webster Division McGraw Hill
50	Puzzles, pieces varying from 1 to 30, Judy or Sifo	Drago
20	Puzzles, Seequees - Sequence Puzzles, from 3 to 16 pieces, Judy Co.	Drago
4	Wire Puzzle Rack, Judy Co.	Drago
2	Senior Puzzle Case, Judy Co.	Drago
2	Sequees Case, Judy Co.	Drago
2	Flannel Board 24"x36", 18"x48", fold in half	Drago
2	Flannel Boards, 9"x12", 12"x18"	Drago
4 ea	Stick - o - Mat, ass't sizes, colors, △ , □ , ○ , & ▭	Drago

Communications Continued

Qty	Description of Item	Vendor
4	Manuscript Flannel Letters	Judy Co.
8	Plastic letters, capital, small letters	Judy Co.
1	"Language Development Program", overhead transparencies, Kg & Primary Level	Western Publishing Educ.
3	"Training Prerequisites for Beginning Reading" with photographs	Educators Publishing Service
2 ea	Beaded Alphabet Cards-Manuscript, and cursive caps and lower case	Drago
2	Candy Land, Milton Bradley	Drago
2	Old Maid, Milton Bradley	Drago
2	Foods Game, Instructo	Drago
2	Animals Game, Instructo	Drago
2	Discovering Opposites Game, Instructo	Drago
2	Carnival of Beginning Sounds, Instructo	Drago
2	Classification Game, Instructo	Drago
2	Kinesthetic Alphabet Cards - capitals, lower case	
2	Dolch - What The Letters Say	Drago
2	Perception Cards - Kenworthy	Drago
1	Standard Typewriter	Remington
1	Primary Typewriter	Royal
1	School Set of Hollow Blocks	Creative Playthings
1	School Set of Unit Blocks, Hollbrook	Drago
4	Telephones, plastic	Drago
	S. R. A. Reading Laboratory 1A, 1B, 2A, 2B	Scientific Research Associates
4	Dolls: Negro/White Rubber & Cloth	Creative Playthings
1	Vowel/Consonant Posters	Ginn & Co.
3	Picture Story Study Prints: Neighborhood Friends, Helpers, Animals without backbones	Society for Visual Education
1	Color Recognition Game, Instructo	Drago
1	"Early Childhood Discovery Materials Kit - Bank Street"	McMillan Co.
1	Riding Train, large, wooden, Sifo	Drago
1	Hand Train, large, wooden, Sifo	Drago
1	Riding Tractor, large, wooden, Sifo	Drago
2	Jumbo Transfer Truck, large, wooden, Sifo	Drago
2	Jumbo Flatbed Truck, large, wooden, Sifo	Drago

Communications Continued

Qty	Description of Item	Vendor
2	Jumbo Van Truck, large, wooden, Sifo	Drago
2	Jumbo Dump Truck, large, wooden, Sifo	Drago
2	Hand size sedan truck, Sifo	Drago
2	Hand size pickup truck, Sifo	Drago
2	Hand size jeep truck, Sifo	Drago
2	Hand size fire truck, Sifo	Drago
5 cts	Chart paper, Nifty	Drago
2	Chart Racks, Nifty	Drago
15	Chart Tablets, Nifty	Drago
10	Sentence Strip Roll	Drago
10 pkg	Sentence Strip	Drago
1	Ride 'Em Open Bed Truck, Playskool	Drago
1	Ride 'Em Van Truck, Playskool	Drago
1	Big Floor Train, Playskool	Drago
150	Sullivan Programmed Reading Program (total Program for 150 students)	McGraw-Hill Book Co.
330	Library Books, easy-reading, multi-ethnic	Various Publishers
1 set of ea	Flannel Board Packets: Nursery rhymes, transportation, farm, zoo, health cleanliness, food, nutrition, seasons, weather	Newton School Equipment Co.
1 set	Language Arts Tapes, Wollensak, 64 tapes, plus work sheets for each tape	Enfield

Multi-media Material

1 of ea	Filmstrips Kit (with records, pictures)	Guidance Associates
	"Look Out You", Part I, II	Guidance Associates
	"Listen - There Are Sounds Around You", Part I, II	Guidance Associates
	"People We Know", Part I, II	Guidance Associates
	"Places To Go", Part I, II	Guidance Associates
	"John Henry: An American Legend"	Guidance Associates
	"Three Billy Goats Gruff"	Society for Visual Education
	"The 4 Musicians"	Society for Visual Education
	"Cinderella"	Society for Visual Education
	"Snow White and the Seven Dwarfs"	Society for Visual Education

Multi-media Material Continued

Qty	Description of Item	Vendor
1 of ea	"The Night Before Christmas"	Society for Visual Education
	"Rumpelstillskin"	Society for Visual Education
	"Sleeping Beauty"	Society for Visual Education
	"Five Peas In A Pod"	Society for Visual Education
	"Selfish Giant"	Society for Visual Education
	"Jack And The Beanstalk"	Society for Visual Education
	"Thanksgiving For A King"	Society for Visual Education
	"Town Mouse And Country Mouse"	Society for Visual Education
	"Goldilocks And The 3 Bears"	Society for Visual Education
	"Three Little Pigs"	Society for Visual Education
	"Little Red Hen And The Grain of Wheat"	Society for Visual Education
	"Little Red Riding Hood"	Society for Visual Education
	"Elves And The Shoemaker"	Society for Visual Education
	"Why The Chimes Rang"	Society for Visual Education
	"The Little Engine That Could"	Society for Visual Education
	"Rickety, Rackety Rabbit"	Society of Visual Education
	"The Ginger Bread Boy"	Society for Visual Education
	"The Story of Meat"	Society for Visual Education
	"The Story of Milk"	Society for Visual Education
	"The Story of Bread"	Society for Visual Education

Multi-media Material Continued

Qty	Description of Item	Vendor
1 of ea	"The Story of Vegetables"	Society for Visual Education
	"Policeman and Fireman"	Society for Visual Education
	"Our Post Office"	Society for Visual Education
	"Let's Visit The Dentist"	Society for Visual Education
	"Safe And Sound Along The Way"	Society for Visual Education
	"Dairy Helpers"	Society for Visual Education
	"Fun On Wheels"	Society for Visual Education
	"Our Auto Trip "	Society for Visual Education
	"Johnny, The Fireman"	Society for Visual Education
	"Choo-Choo, The Little Switch Engine"	Society for Visual Education
	"Buddy, The Little Taxi"	Society for Visual Education
	"Transportation"	Society for Visual Education
	"Airports And Airplanes"	Society for Visual Education
	"Families Have Fun"	Society for Visual Education
	"Family Members Work"	Society for Visual Education
	"School Friends And Activities"	Society for Visual Education
	"Schools"	Society for Visual Education
	"Let's Visit Our Friends"	Society for Visual Education
	"A Family At Work And Play"	Society for Visual Education
	"School Friends And Helpers"	Society for Visual Education

Multi-media Material Continued

Qty	Description of Item	Vendor
1 of ea	"Neighborhood Friends And Helpers	Society for Visual Education
	"Finding Out How Plants Grow"	Society for Visual Education
	"Finding Out How Animal Babies Grow"	Society for Visual Education
	"Finding Out How You Grow"	Society for Visual Education
	"Finding Out About Things Around Us"	Society for Visual Education
	"Finding Out About Land, Air, and Water"	Society for Visual Education
	"Finding Out About The Sky"	Society for Visual Education
	"Finding Out About Seeds, Bulbs, and Slips"	Society for Visual Education
	"Finding Out How Animals Live"	Society for Visual Education
	"Finding Out About Your Body"	Society for Visual Education
	"Finding Out How Things Change"	Society for Visual Education
	"Finding Out About The Clouds"	Society for Visual Education
	"Finding Out About The Day and Night	Society for Visual Education
	"Finding Out About Magnets"	Society for Visual Education
	"Finding Out About Simple Machines"	Society for Visual Education
	"Finding Out About Sound"	Society for Visual Education
	"Finding Out About Heating Solids, Liquids, And Gases	Society for Visual Education
	"Finding Out About The Solar System"	Society for Visual Education
	"Finding Out About Mammals"	Society for Visual Education
	"Finding Out How Foods Are Used In Your Body"	Society for Visual Education

Multi-media Material Continued

Qty	Description of Item	Vendor
1 of ea	"Rudolph The Red Nose Reindeer"	Society for Visual Education
	"Little Engine That Could"	Society for Visual Education
	"A Picnic In The Park"	Eye-Gate House, Inc.
	"I Made It Myself"	Eye-Gate House, Inc.
	"Tony's Summer Vacation"	Eye-Gate House, Inc.
	"Jim Learns Responsibility"	Eye-Gate House, Inc.
	"One Rainy Day"	Eye-Gate House, Inc.
	"A Big Day For Johnny"	Eye-Gate House, Inc.
	"Background For Social Studies"	Eye-Gate House, Inc.
	"Chicken Little"	Eye-Gate House, Inc.
	"The Gingerbread Man"	Eye-Gate House, Inc.
	"Hansel And Gretel"	Eye-Gate House, Inc.
	"Bobby's Surprise"	Eye-Gate House, Inc.
	"Fun On A Rainy Day"	Eye-Gate House, Inc.
	"Billy, The Bully"	Eye-Gate House, Inc.
	"Freddy Forgot"	Eye-Gate House, Inc.
	"Sarah Is Shy"	Eye-Gate House, Inc.
	"All Of Us Together"	Eye-Gate House, Inc.
	"Different May Be Nice"	Eye-Gate House, Inc.
	"The Red And Blue Top"	Eye-Gate House, Inc.
	"Andy Walks The Dog"	Eye-Gate House, Inc.
	"Greedy Grace"	Eye-Gate House, Inc.
	"Penny And Mary"	Eye-Gate House, Inc.
	"Try, Try Again"	Eye-Gate House, Inc.
	"Jerry Has A Surprise"	Eye-Gate House, Inc.
	"The Busy Bees"	Eye-Gate House, Inc.
	"Lucy Learns To Share"	Eye-Gate House, Inc.
	"Please Is A Good Word"	Eye-Gate House, Inc.
	"The Safe Way"	Eye-Gate House, Inc.
	"Winter At Oaktree"	Eye-Gate House, Inc.
	"Spring At Oaktree"	Eye-Gate House, Inc.
	"Summer At Oaktree"	Eye-Gate House, Inc.
	"Autumn At Oaktree"	Eye-Gate House, Inc.
	"Bambi"	Eye-Gate House, Inc.

Study Prints:

	"Police Department Helpers"	Society for Visual Education

Study Prints: Continued

Qty	Description of Item	Vendor
	"Fire Department Helpers"	Society for Visual Education
	"Postal Helpers"	Society for Visual Education
	"Dairy Helpers"	Society for Visual Education
	"How People Travel In The City"	Society for Visual Education
	"Moving Goods For People In The City"	Society for Visual Education
	"A Child's World Of Poetry"	Society for Visual Education
	"Our Working World", records and script, Grade I, II	Science Research Associates
	"Concept Builders: Food"	Instructo Corp.
	"Concept Builders: Animals"	Instructo Corp.
	"Familiar Cloud Forms"	Society for Visual Education
	"A Trip To The Farm"	David C. Cook Publishing
	"Health And Cleanliness"	David C. Cook Publishing
	"Trip To The Zoo	David C. Cook Publishing
	"Social Development"	David C. Cook Publishing
	"Food And Nutrition"	David C. Cook Publishing
	"Children And The Law"	David C. Cook Publishing
	"Transportation"	David C. Cook Publishing
	"Nursery Rhymes"	David C. Cook Publishing
	"Science Themes #2"	David C. Cook Publishing
	"Places We Go"	F. A. Owens Pub.
	"Families And Friends"	F. A. Owens Pub.
	"Keeping Clean And Neat"	F. A. Owens Pub.
	"Safety Indoors And Out"	F. A. Owens Pub.

Study Prints: Continued

Qty	Description of Item	Vendor
	"Where We Live"	F. A. Owens Pub.
	"Around The School"	F. A. Owens Pub.
	"How We Travel"	F. A. Owens Pub.

Super 8mm. Movie Loops

	"Pinata"	Primary School "C"
	"Everglades National Park"	Primary School "C"
	"Sequarium"	Primary School "C"
	"Crandon Park Zoo"	Primary School "C"
	"Inter-coastal Waterways"	Primary School "C"
	"The Airport"	Primary School "C"
	"Matheson Hammock"	Primary School "C"
	"Parrot Jungle"	Primary School "C"
	"The Dentist"	Primary School "C"
	"Walk In The Neighborhood"	Primary School "C"
	"Opening Of School"	Primary School "C"
	"School Dedication"	Primary School "C"
	"Helpful Insects"	Doubleday Co.
	"Colors Are Useful"	Doubleday Co.
	"Little Animals"	Doubleday Co.
	"Tadpole To Toad"	Doubleday Co.
	"The Dairy"	Doubleday Co.

Appendix C

EARLY CHILDHOOD EDUCATION: SUPPLIES, MATERIALS AND EQUIPMENT VENDORS

Afro-Am Publishing Company
1727 South Indiana Ave.
Chicago, Illinois 60616

Allyn and Bacon, Inc.
College Division
Rocklee, New Jersey 07647

American Art Clay Co., Inc.
Indianapolis, Indiana 46222

American Book Company
55 Fifth Ave.
New York City, New York

American Education Publication
Education Center
Columbus, Ohio 43216

American Guidance Service, Inc.
720 Washington Ave., S. E.
Publishers Building, Circle Pines
Minneapolis, Minnesota 55014

American Library & Educational
Service Company
21 Harristown Road
Glen Roch, New Jersey 07452

American School Supply
647 W. 27 Street
Hialeah, Florida

American Seating Company
354 Nelson Street, S. W.
Atlanta, Georgia

Amidon, Paul S. &
Associates, Inc.
1035 Plymouth Building
Minneapolis, Minnesota 55402

Anti-Defamation League
of B'nai B'rith
315 Lexington Ave.
New York, New York 10016

Appleton, Century, Croft
440 Park Ave.
New York City, New York 10016

Associated Publishers
1538 9th Street, N. W.
Washington, D. C. 20001

Association for Childhood
Education International
3615 Wisconsin Ave., N. W.
Washington, D. C. 20016

Association for Supervision
& Curriculm Development
1201 Sixteenth Street, N. W.
Washington, D. C. 20016

Audio-Visual of South Miami
3748 N. E. 12 Ave.
Ft. Lauderdale, Florida

Bailey Films
6509 De Longpre Ave.
Hollywood, California 90028

Bantam Books, Inc.
271 Madison Ave.
New York, New York 10016

Barnett's Office Supplies
228 N. E. 59 Street
Miami, Florida

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302
Dwayne Clark, Local Rep.
P. O. Box 8923
Orlando, Florida 32806

Benefic Press
1900 N. Narragansett
Chicago, Illinois 60639

Benziger Brothers, Inc.
7 East 51 Street
New York, New York 10022

Ben-G-Products, Inc.
462 Sagamore Ave., E.
Williston, New York

Binney and Smith Co.
16315 2nd Street E.
Redington Beach
St. Petersberg, Florida

Blackhawk Valley
Elizabeth, Illinois

Bobbs-Merrill Co., Inc.
4300 West 62nd Street
Indianapolis, Indiana 46268

Bower Publishing Corporation
10515 Burbank Blvd.
No. Hollywood, California 91601

Britannica Educational Corp.
425 North Michigan Ave.
Chicago, Illinois 60611

Caspari Crafts
131 N. W. 64 Street
Miami. Florida

C. C. M. Standard School Inc.
1945 Hoover Court
Birmingham, Alabama 35226

Carter Craft, Inc.
Box 415
Plauo, Texas

Cenco Educational Aids
2600 South Kostner Ave.
Chicago, Illinois 60623

C&D Audio Visual Supply
Box 5116
Orlando, Florida

Century House
Watkins Glen, New York

Chandler Publishing Company
San Fransico, California

Child Study Association
of America
9 East 89th Street
New York, New York 10028

Child Play of N. Y. Inc.
43 E. 19th Street
New York, New York 10003

Childrens Press
1224 W. Van Buren Street
Chicago, Illinois 60607

Collier-Macmillan
Library Services
866 Third Ave.
New York, New York 10022

Cook, David C.
Publishing Company
850 North Grove Ave.
Elgin, Illinois 60120

Cook, Gordon
Division of McGraw Hill
P. O. Box 2306
Ft. Lauderdale, Florida 33303

Community Playthings
Rifton, New York 12471

Company of America, Inc.
9 Elm Ave.
Mt. Vernon, New York 10550

Continental Press, Inc., The
Elizabethtown, Pennsylvania

Coronet Instructional Films
Coronet Building
Chicago, Illinois 60601

Cram Company, Inc.
730 East Washington St.
P. O. Box 426
Indianapolis, Indiana 46206
Allen Townsend, Local Rep.
P. O. Box 15752
West Palm Beach, Florida 33406

Crowell Books
201 Park Ave. South
New York, New York 10003

Creative Educational Services, Inc.
P. O. Box 130
Sturgis, Michigan 49091

Creative Playthings, Inc.
Princeton, New Jersey 08540
Gary Lipe, Local Rep.
9981 S. W. 157 Terr.
Miami, Florida 33157

Creative Visuals
Division of
Gamco Industries, Inc.
Box 310
Big Spring, Texas

Cuisenaire Company of America
9 Elm Ave.
Mount Vernon, New York

Dade Paper & Bag Co.
60 N. E. 23 Street
Miami, Florida

Daigger and Company
159 West Kinzie Street
Chicago, Illinois 60610

Day Company, John
62 West 45th Street
New York, New York 10036

Delacorte Press
750 Third Ave.
New York, New York 10017

Denison and Company, Inc.
321 Fifth Ave., South
Minneapolis, Minnesota 55415

Denoyer-Geppert Company
5235 Ravenswood Ave.
Chicago, Illinois 60640
Joseph L. Carter, Local Rep.
7300 Mindello Street
Coral Gables, Florida 33143

Dexter & Westbrook
111 South Centre Ave.
Rockville Centre, N. Y. 11571

Dial Press Inc.
750 Third Ave.
New York, New York 10017

Diamond Novelties Inc.
1340 N. W. 27 Ave.
Miami, Florida

Doubleday and Company, Inc.
501 Franklin Ave.
New York, New York 11530

Drago School Equipment
& Supply
2920 N. W. 7th Street
Miami, Florida 33125

Dudley Manufacturing
1801 Hypoluxe Rd.
Lake Worth, Florida

D. M. Bauman
2329 Greenglade Rd., N. E.
Atlanta, Georgia 30329

Ebony Bookshop
1820 South Michigan Ave.
Chicago, Illinois 60616

Educational Aids Dept.
Houston, Texas

Educational Associates
Ivy Place
Katonah, New York 10536

Educational Developmental
Laboratories
Huntington, New York
Gordon S. Cook, Local Rep.
P. O. Box 2306
Ft. Lauderdale, Florida 33303

Edger, David E.
California Test Bureau
505 Oak Ridge Ave.
DeLand, Florida 32720

E. M. Hale & Company Publishers
1201 So. Hastings Way
Eau Claire, Wisconsin 54701

Educators Publishing Service
75 Moulton Street
Cambridge, Massachusetts
John Alden Cox, Local Rep.
1215 N. E. 150 Street
No. Miami, Florida 33161

Educational Projections Corp.
P. O. Box 1187
Jackson, Mississippi 39205
L. G. Harris, Local Rep.
150 S. E. 4th Street
Miami, Florida 33131

Educational Reading Service
East 64 Midland Ave.
Paramus, New Jersey 07652

Educational Record Sales
157 Chambers Street
New York, New York 10007

Educational Testing Service
Cooperative Test Division
Princeton, New Jersey

Educational Services Inc.
372 Main Street
Watertown, Mass. 02172

Educational Visual Aides
East 64 Midland Ave.
Paramus, New Jersey 07630

Electronic Futures, Inc.
57 Dodge Ave.
North Haven, Conn. 06473

Elementary Teaching Aids
Box 140
Minter, Alabama

Enfield's
3 M Center
St. Paul, Minnesota 55101
Alma Kemp, Local Rep.
4000 N. W. 30th Ave.
Miami, Florida

Encyclopedia Britannica
Educational Corporation
425 N. Michigan Ave.
Chicago, Illinois 60611
James W. Reichert, Local Rep.
P. O. Box 112
Delray Beach, Florida 33444

Ever Ready
Union & Division Streets
Sidney, New York 13838

Eye-Gate House, Inc.
146-01 Archer Ave.
Jamaica, New York 11435
Robert Pereira, Local Rep.
6753 Pansy Dr.
Miramar, Florida 33023

E. P Dutton & Company Inc.
201 Park Ave. South
New York, New York 10003

Field Educational
Publications, Inc.
609 Mission Street
San Francisco, California 94105

Field Enterprises
Educational Corporation
420 S. Dixie Highway
Coral Gables, Florida

Fisher Price Toys
E. Aurora
New York, New York 14250

Flick-Reedy
Education Enterprises
7 No. 15 York Road
Bensenville, Illinois 60106
Wilber C. Stanley, Local Rep.
819 S. Pine Street
Conyers, Georgia

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607
Dean Van Landingham, Local Rep.
206 East Ninth
Mt. Dora, Florida 32757

Folkways/Scholastic Records
906 Sylvan Ave.
Englewood Cliffs,
New Jersey 07632

Foster's Store, Inc.
60 S. E. Third Ave.
Miami, Florida 33101

Garrard Publishing Company
Champaign, Illinois

Gateway Productions, Inc.
1859 Powell Street
San Francisco, California 94133

General Learning Corp.
Early Learning
Division 3
East 54 Street
New York, New York 10022

Golden Press, Inc.
Educational Division
850 Third Ave.
New York, New York 10022

Granada Shops, Inc.
P. O. Box 7576
Miami, Florida 33155

Grolier Enterprises, Inc.
845 Third Ave.
New York, New York 10022

Guidance Associates
Pleasantville, New York 10570

Hale, E. M. and
Company Publishers
1201 South Hastings Way
Eau Claire, Wisconsin 54701

Harcourt, Brace & World, Inc.
757 3rd Ave.
New York, New York 10017

Harper & Row, Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Holt, Rinehart & Winston, Inc.
383 Madison Ave.
New York, New York 10017

Houghton Mifflin Company
53 West 43rd Street
New York, New York 10036

Huntting Company, H. R.
300 Burnett Road
Chicopee, Mass. 01020

Ideal School Supply Company
11004 South Lavergne Ave.
Oak Lawn, Illinois 60436

Imperial Film Company, Inc.
(H. C. Speyer Company) Miami, Fla.

Initial Teaching Alphabet
Publications, Inc.
20 East 46 Street
New York, New York 10017

Instructor Teaching Aids
(F. A. Owen Publishing Company)
Walter Lantry, Local Rep.
3009 Grovewood Court
Tampa, Florida 33609

International Communication
Films
870 Monterey Pass Road
Monterey Park, California 91754

Instructo Products Company
1635 N. 55th Street
Philadelphia, Pennslyvania 19131

Jackson Camera Store
145 N. W. 36th Street
Miami, Florida

Judy Company, The
310 N. 2nd Street
Minneapolis, Minnesota 55401

Kimbro Educational Records
(See The Sound Shak)

Kinder Kollege Kalendar
2504 N. E. 34th Ave.
Portland, Oregon 97212

Laidlaw Brothers
Thatcher and Madison
River Forest, Illinois 60305

Language Training Associates
(Speyer Company)

Learning Center
Department 1
Princeton, New Jersey

Library Mail Service
(Grolier Enterprises Inc.)

Lippincott Company
E. Washington Square
Philadelphia, Pennslyvania 19105

Little, Brown and Company
34 Beacon Street
Boston, Massachusetts 02106

London Company
(See Philip & Tacey)

Louisiana State Press
Baton Rouge, Louisiana

McCormick-Mathers
Publishing Co., Inc.
300 Pike Street
Cincinnati, Ohio 45202

McGraw-Hill Book Company
Manchester Road
Manchester, Mo. 63011
Paul J. Edler, Local Rep.
680 Forrest Rd., N. E.
Atlanta, Georgia 30312

McKay, David, Company, Inc.
750 3rd Ave.
New York, New York 10017

Macmillan Company
School Department
866 Third Ave.
New York, New York 10022
Local Rep. Dept.
255 Ottley Drive, N. E.
Atlanta, Georgia 30324

Mathematics Learning Laboratory
(Learning Center)

Merrill Publishing Co.,
Charles E.
1300 Alum Creek Drive
Columbus, Ohio 43216
Robert E. Boydoh, Local Rep.
3057 Skyline Dr.
Cocoa, Florida 32922

Messner, Julian
Division of
Simon & Schuster, Inc.
1 West 39 Street
New York, New York 10018

Miami Audio-Visual Co.
9840 S. W. 164 Street
Miami, Florida 33157

Milton Bradley Corp.
Springfield, Mass. 01101

Miracle Equipment Company
Grinnell, Iowa 50112
Frank Morrison, Local Rep.
P. O. Box 112
Miami Shores, Florida 33153

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

Motivational Research, Inc.
P. O. Box 140
McLean, Virginia 22101

Mountain Electronics Co.
3730 N. W. 36 Street
Miami, Florida 33142

Music Sales Corporation
33 West 60th Street
New York, New York 10023

National Association for the
Education of Young Children
Editorial and Publications Office
104 East 25 Street
New York, New York 10010

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Gallery of Art
Washington, D. C. 20565

New Dimensions in
Education, Inc. (NDE)
Long Island House
131 Jericho Turnpike
Jericho, New York 11753
Philip S. Rathgeb, Local Rep.
340 N. W. 65 Terr.
Hollywood, Florida 33024

Newton School Equipment Co., Inc.
2221 Pearl Street
Jacksonville, Florida 32206

New York Review, The
250 W. 57th Street
New York, New York 10019

Nifty-Division St. Regis Paper Co.
2110 5th Ave., S.
Birmingham, Alabama 35233

Noble & Noble Publisher
750 3rd Ave.
New York, New York 10017

Nystrom & Company, A. J.
3333 Elston Ave.
Chicago, Illinois 60618
John Curry, Local Rep.
6520 N. E. 21st Road
Ft. Lauderdale, Florida 33308

Open Court Publishing Co.
Box 599
La Salle, Illinois 61301

O. M. S. I.
4015 Canyon Road
Portland, Oregon 97221

Oscar-Schmidt International, Inc.
Union, New Jersey

Owen Publishing Co., F. A.
Dansville, New York 14437
Walter Lantry, Local Rep.
3009 Grovewood Court
Tampa, Florida 33609

Parents' Magazine
School and Library Book Service
52 Vanderbilt Ave.
New York, New York 10017

Parker Brothers, Inc.
Salem, Massachusetts

Peripole, Inc.
51-17 Rockaway Beach Blvd.
Far Rockaway, New York 11691

Peterson's Pet Supply, Inc.

Philip & Tacey Limited
Fulham High Street
Fulham, London

Playground Corp. of America
29-16 40 Ave.
Long Island City, New York 11101

Playskool Manufacturing Co.
3720 N. Kedzie Ave.
Chicago, Illinois 60618

Potomac Engineering Corp.
664 N. Michigan Ave.
Chicago, Illinois 60611

Prentice-Hall, Inc.
Englewood Cliffs,
New Jersey 07632
John D. Dickinson, Local Rep.
680 Forrest Road, N. E.
Atlanta, Georgia

Program Aids Company, Inc.
550 Garden Ave.
Mount Vernon, New York 10553

Prothmann Associates, Inc.
2795 Milburn Ave.
Baldwin, New York 11510

PSP Film Loops
Joseph L. Carter, Local Rep.
7300 Mindello Street
Coral Gables, Florida 33143

Random House, Inc.
457 Madison Ave.
New York, New York 10022

Responsive Environment Corp.
200 Sylvan Ave.
Englewood Cliffs,
New Jersey 07632

Rhythm Band Inc.
1212 East Lancaster
Box 126
Ft. Worth Texas

Russell Record, Inc.
P. O. Box 3318
Ventura, California 93003

Schloat, Warren
Productions, Inc.
Pleasantville, New Jersey

Scholastic Magazines, Inc.
904 Sylan Ave.
Englewood Cliffs,
New Jersey 07632
Mrs. H. J. Johansen, Local Rep.
403 N. E. 31 Street
Miami, Florida

School Administrators
Book Society
Front and Brown Streets
Riverside, New Jersey 08075

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scientific Music
Industries, Dept. AA
1255 S. Wabash Ave.
Chicago, Illinois 60605

Scott, Foresman & Company
1900 E. Lake Ave.
Glenview, Illinois 60025
N. A. Brown, Local Rep.
1955 Montreal Road
Tucker, Georgia 30084

Singer Company, Inc., L. W.
249 West Erie Boulevard
Syracuse, New York 13201

Society For Visual
Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
Clayton Enos, Local Rep.
P. O. Drawer "E"
Winter Park, Florida

Sound Shak, The
1720 N. W. 185 Street
Opa-Locka, Florida 33054
George & Lil Olfern, Local Rep.
1720 N. W. 185 Street
Opa-Locka, Florida 33054

Southern Bell Telephone Co.
330 Biscayne Blvd.
Miami, Florida

Southern Desk Company
P. O. Drawer 2187
Hickory, N. C. 28601

Speyer Co., H. C.
Box 9444
Ft. Lauderdale, Florida 33310

Spire Audio Visual Co.
24 N. W. 36 Street
Miami, Florida 33127

Standard Publishing Co.
8121 Hamilton Ave.
Cincinnati, Ohio 45231

Standard School Service Inc.
5817 Florida Ave.
Tampa, Florida 33604

Stanbow Productions

Stanley Bowmar Co., Inc.
4 Broadway, Valhalla
Valhalla, N. Y. 10595

State Adopted Books
State Department
of Education
Tallahassee, Florida

Stone Products
18279 Livernois
Detroit, Michigan 48221

Taylor Publishing
Bill Lacy
106 Vermont Ave.
Bradenton, Florida

Teachers College Press
Columbia University
New York, New York

Teachers Publishing Corp.
Darien, Connecticut 06820

Teaching Aids Division
Division of A. Daigger & Co.
159 W. Kinzie Street
Chicago, Illinois 60610

Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116

Teaching Technology Corp.
Box 505
5520 Cleon Ave.
North Hollywood,
California 91603

Tiny Tots Publishing House
5483 N. Northwest Highway
Chicago, Illinois 60630

Tropical Fish, Unlimited
627 S. W. 27 Ave.
Miami, Florida

Universal Education
and Visual Arts
221 Park Ave., South
New York, New York 10003

Viking Press, The
625 Madison Ave.
New York, New York 10022

Virco Manufacturing Company
P. O. Box 911
Conway, Arkansas 72032

Walt Disney 16mm Films
666 Busse Highway
Park Ridge, Illinois 60068

Walter School Supply, Inc.
3850 Bird Road
Miami, Florida 33134

Webster-McGraw-Hill
Manchester Road
Manchester, Missouri 62011
Paul Edler, Local Rep.
4410 N. E. 26 Ave.
Lighthouse Point, Florida 33064

Weekly Reader
Education Center
Columbus, Ohio 43216

Western Psychological Services
Publishers - Distributors
Box 775
Beverly Hills, California

Western Publishing Education
Division of Western
Publishing Company, Inc.
1220 Mound Ave.
Racine, Wisconsin 53404

William Carrett
9430 S. W. 79 Ave.
Miami, Florida

Witsil, Dorothy
375 E. 54 Street
Hialeah, Florida 33012

Word Making Productions
P. O. Box 305
Salt Lake City, Utah 84110
John Alden Cox, Local Rep.
1215 N. E. 150 Street
No. Miami, Florida 33161

World Book, The
Field Enterprises
Educational Corporation
Box 3565
Merchandise Mart Plaza
Chicago, Illinois 60654
Mrs. William Bermont, Local Rep.
Coral Gables, Florida
c/o The World Book Co.

Xerox Corporation
Curriculum Programs
600 Madison Ave.
New York, New York 10022
David T. Cooney, Local Rep.
Education Division
1550 Ave. C, N. E.
Winter Haven, Florida 33880

Zipp Sporting Goods
7230 Red Road
So. Miami, Florida

Appendix D

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE

757 Northwest 66 Street

Miami, Florida 33150

INDIVIDUALIZED CURRICULUM REPORT FOR

NAME _____

TEACHERS _____

_____

_____

_____

_____

_____

_____

_____

DADE COUNTY PUBLIC SCHOOLS

Dr. Edward L. Whigham, Superintendent

Mr. Erwin B. Marshall, Project Manager

Mrs. Mattie H. Blake, Assistant Principal

Mrs. Patricia O. Frost, Inservice Director

Mr. Franklin Clark, Community School Director

'YOUR CHILD IS OUR FIRST CONSIDERATION'

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE

757 Northwest 66 Street

Miami, Florida 33150

Dear Family

This time my teachers are reporting my progress to you through this 'Individualized Curriculum Report'. My individualized report card is designed to show you some of the tasks I am now working on or will be working on while I am at Primary School 'C'. There are many objectives listed. I will not be involved with some of the objectives until I am ready. I will work on some of the objectives for a year or more. (THESE OBJECTIVES COVER A THREE TO FOUR YEAR ACADEMIC SPAN.)

If there is a △ in the box next to an objective I am still working on it: if there is a ☐ in the box next to the objective I have worked on it and I have mastered it; if there is nothing in the box next to the objective I am not working on that objective yet. Please write a comment to my teachers on the back page of this report and return my entire report to my teachers.

Your child,

INDIVIDUALIZED CURRICULUM REPORT

CRITICAL ANALYSIS· Mathematics, Science, Logic

_____ _____

Student's Name

☐ = has accomplished this task

△ = still working on this task

_____

_____

_____

Teacher's Signatures

Your Child:

I. NUMBERS

	1	2	3	4	5	6
A. Whole Numbers						
1. Understands numerals as names for numbers						
2. Uses sets to develop concepts						
3. Understands cardinal numbers						
4. Recognizes numerals 1-10						
5. Counts by ones through 10						
6. Counts by ones through 100						
7. Understands ordinal numbers, first - fifth						
8. Understands ordinal numbers, first - tenth						
9. Understands the concept of zero						
10. Demonstrates knowledge of place-value						
11. Can compare numbers; $>$, $<$, $=$, $\neq$						
12. Can use parentheses to indicate groupings in equations						
13. Can write numerals, 0-5; 0-10						
B. Fractional Numbers						
1. Can use fractional names for fractional numbers						
2. Understands $\frac{1}{2}$, one-half						
3. Understands 1/3, one-third						
4. Understands $\frac{1}{4}$, one-fourth						
5. Understands subsets						

II. COMPUTATIONS	1	2	3	4	5	6
1. Can work combinations through sum of 5						
2. Can work combinations through sum of 19						
3. Can do set unions						
4. Can do subsets						
5. Can skip count by two's						
6. Can skip count by five's						
7. Can count by tens						
8. Can do two digit addition, no renaming						
9. Understands zero as a missing addend						
10. Can carry in two places						
11. Can do 'one-less' patterns						
12. Can do subtraction combination through 5						
13. Can do subtraction combinations through 19						
14. Can use equations to find missing addends						
15. Can subtract 0 from a number						
16. Can subtract number from itself						
17. Can do 2 digit subtraction problems						
III. GEOMETRY AND MEASUREMENT						
1. Understands points and lines						
2. Recognizes geometric shapes						
3. Can compare shapes: symbol, vocabulary						
4. Can compare sizes; symbol, vocabulary						
5. Can reproduce patterns						
6. Understands the value of a penny, nickel, dime						
7. Understands the value of a quarter, half dollar						
8. Understands the relationship between different coins having the same value						
9. Is able to understand the purchasing power of money; making change						

GEOMETRY AND MEASUREMENT CONTINUED	1	2	3	4	5	6
10. Is able to tell time to the hour						
11. Is able to tell time to the half hour						
12. Is able to tell time to the quarter hour						
13. Is able to write the time						
14. Understands 60 minutes to an hour						
15. Understands the terms "earlier", "later"						
16. Understands measures of time: clock, calendar, day, week, month, year						
17. Understands linear measure - foot						
18. Understands linear measure - inch						
19. Understands linear measure - yard						
20. Understands linear measure - relationships						
21. Understands liquid measure - pint						
22. Understands liquid measure - quart						
23. Understands liquid measure - cup						
24. Understands liquid measure - gallon						
25. Can express, through writing, linear measure - ', ", yd.						
26. Can express, through writing, liquid measure - pint, quart, gallon						
IV. PROPERTIES (for teacher use only)						
1. Commutative property of addition; $a + b = b + a$						
2. Associative property of addition, i.e. $a + (b + c) = (a + b) + c$						
3. Additive property of zero: i.e. $a + o = o + a = a$						
4. Subtracting zero; i.e. $a - o = a$						
5. Commutative property of multiplication; i.e. $a \times b = b \times a$						

V. APPLICATIONS	1	2	3	4	5	6
1. Can match or do one-to-one correspondence						
2. Can compare sizes						
3. Can compare shapes						
4. Can compare patterns						
5. Can work and answer story problems						
6. Can use relation symbols; $> < = \neq$						
7. Can write mathematical sentences						
8. Can utilize vocabulary: addend, sum, minuend, subtrahend						
9. Demonstrates understanding of place value						
10. Can search for missing operations signs						
11. Understands and can do simple equations						
12. Can interpret simple graphs						
13. Can use liquid measure to solve problems						
14. Can use linear measure to solve problems						
VI. SCIENCE						
1. Is able to classify objects, animals, plants						
2. Can name and recognize 'colors'						
3. Can observe and communicate differences and similarities in color, texture and size						
4. Is able to observe and note temperature change and weather change						
5. Is able to recognize direction						
6. Is able to observe movement						
7. Can discriminate among sounds						
8. Can observe and express color changes						
9. Can discriminate among odors and tastes						
10. Can classify living and non-living things						

SCIENCE CONTINUED

	1	2	3	4	5	6
11. Can classify variations in objects of the same kind						
12. Can measure using the metric unit						
13. Can observe and record properties of magnets						
14. Can make comparisons using a balance						
15. Is able to recognize and use angles, direction and distance						
16. Can observe and communicate physical changes in plants						
17. Demonstrates the ability to predict						
18. Can use space/time relationships with some proficiency						
19. Can communicate observable shadow changes						
20. Has the ability to reason when given all necessary information						

October, 1968

PF/lo

INDIVIDUALIZED CURRICULUM REPORT

COMMUNICATIONS: Listening, Speaking, Reading, Writing, Language, Perceptual Motor, Creative Arts

_____
Student's Name

☐ = has accomplished this task

Δ = still working on this task

_____
_____
_____
_____
_____
_____
Teachers

Your Child:

I. LISTENING	1	2	3	4	5	6
1. Is able to listen for information						
2. Is able to listen to follow directions						
3. Is able to listen for enjoyment and appreciation						
4. Is able to listen to exchange ideas and form judgments						
5. Has an adequate listening vocabulary						
6. Can listen for 5, 10, 15, (circle appropriate number) minutes without restlessness						
7. Can listen to and memorize a short poem or story						
8. Can identify sounds around him						
9. Can match words that are pronounced in pairs, hill-hill, boy-boy						
10. Can identify rhyming words						
11. Can rhyme words						
12. Can hear and identify likenesses in beginning sounds						
13. Can hear and identify differences in beginning sounds						
14. Can hear and identify likenesses in word endings						
15. Can hear and identify differences in word endings						

	1	2	3	4	5	6
II. SPEAKING-LANGUAGE						
1. Has an adequate meaningful vocabulary						
2. Is able to express his ideas in correct sentence form						
3. Speaks clearly and distinctly						
4. Can answer questions in a logical way						
5. Participates in group discussions and conversations						
6. Can tell or relate an experience or story						
7. Uses contemporary words in conversation, (rocket, jet, astronaut)						
8. Understands and correctly uses positional words; (near, far, up, down, bottom, top)						
9. Is able to explain the logical order of pictures						
10. Is able to state orally ideas that are implied but not given in a sequence of pictures story						
11. Is able to fill in the missing word in a sentence						
12. Can read orally without hesitation, mispronunciation, or repetition						
13. Identifies words with similar meanings						
14. Identifies words with opposite meanings						
15. Uses proper verbs for the subject noun						
16. Uses proper verb endings (i, e, s, od, ing)						
17. Uses proper verb tense						
III. READING						
1. Can interpret pictures in his own words						
2. Can pair objects						
3. Can detect likenesses and differences in pictures						
4. Can detect likenesses and differences in geometric designs						
5. Can match letters						
6. Can match words						
7. Can organize pictures (or puzzles) in sequential order						
8. Can recognize letters in his own name						

READING CONTINUED	1	2	3	4	5	6
9. Can recognize letters						
10. Can recognize letters in different positions						
11. Can identify size differentials: big-little, large-small						
12. Can discriminate between capital and small letters						
13. Can identify words as groups of letters						
14. Can identify colors						
15. Can match colors						
16. Can complete an incomplete picture						
17. Can relate terms "title", "author", "page", "book"						
18. Can examine a picture book and retell the story						
19. Can read a story and retell it						
20. Can classify pictures, words, objects						
21. Can arrange pictures in sequence from left to right						
22. Can read across a line from left to right						
23. Knows 50, 100, 150, 250 (circle appropriate number) basic Dolch sight vocabulary words						
24. Can match vocabulary words with objects						
25. Can observe a sequence of pictures and predict logical outcome of story						
26. Is able to put an ending on to a story						
27. Is able to alphabetize a few letters						
28. Is able to alphabetize many letters						
29. Is able to alphabetize words						
30. Can define words through a picture						
31. Can identify orally consonant sounds						
32. Can identify orally consonant blends						
33. Can identify orally consonant digraphs (th, ch)						
34. Can identify orally short vowels						
35. Can identify orally vowel digraphs (ea, oa, oi, ee, oe)						

READING CONTINUED

	1	2	3	4	5	6
36. Can identify root words						
37. Can discriminate between singular and plural nouns						
38. Can read or listen to a story and answer questions in writing which pertain to story						
39. Can identify main characters in a story						
40. Can comprehend silently read story						
41. Can express mood of selection read						
IV. WRITING						
1. Can hold and manipulate a crayon						
2. Can hold and manipulate a paint brush						
3. Can hold and manipulate a pencil						
4. Proceeds to write from left to right						
5. Works from top to bottom of a page when working with columns of objects, words, numbers						
6. Can write in a complete simple sentence						
7. Can write a question						
8. Can write a sentence using correct capital letters						
9. Can write a sentence placing a period or question mark at the end of the sentence						
10. Uses an apostrophe (') to show omission of a letter						
11. Uses an apostrophe (') to show possession						
12. Can write a short creative story, poem						
13. Can write whole name in manuscript						
14. Can write all small letters in the alphabet						
15. Can write all large letters in the alphabet						
V. PERCEPTUAL-MOTOR						
1. Can arrange objects, pictures, or words in sequence proceeding from left to right						
2. Can identify parts of the body						
3. Can imitate movement						

V. PERCEPTUAL-MOTOR CONTINUED	1	2	3	4	5	6
4. Can coordinate parts of the body; feet, arms, feet and arms (circle one)						
5. Has good balance						
6. Has good hand/eye coordination						
7. Can reproduce pattern and designs from a model						
VI. CREATIVE ARTS						
1. Can communicate his (her) ideas and feelings through paint, crayon, paper, chalk, finger paint, clay, wood (circle one)						
2. Can handle art materials (specify, scissors, paper) with increasing skill						
3. Appreciates the art work of others						
4. Can evaluate his own art work and that of others						
5. Can express an idea or story through a picture						
6. Can discuss his own art project						
7. Is developing						
8. Can communicate his (her) ideas or feelings thru song, dance, drama, dramatic play, musical instrument (circle one)						
9. Can interpret music						
10. Has developed listening skills, vocabulary development and voice control through a musical experience						
11. Can work out his own problems through dramatic play						

October, 1968

PF/lo

INDIVIDUALIZED CURRICULUM REPORT

SOCIAL INTERPENDENCE· Social Studies, Economics, Health, Safety, Physical Education, Industrial Arts

☐ = has accomplished this task

△ = still working on this task

Your Child:

		1	2	3	4	5	6
1.	Knows his name, address, telephone number, age and birthdate						
2.	Demonstrates self confidence						
3.	Accepts responsibility						
4.	Respects the rights and property of others						
5.	Works well with others						
6.	Is willing to help others						
7.	Begins work promptly						
8.	Completes work						
9.	Works well in a group						
10.	Works well independently						
11.	Is a curious and motivated learner						
12.	Follows guidelines established for his safety, health, and personal well being						
13.	Accepts and follows-through with constructive suggestions						
14.	Actively participates in planned program						
15.	Demonstrates space awareness						
16.	Demonstrates physical control						

ATTENDANCE REPORT

Date:

	1	2	3	4	5	6
Days Present						
Days Absent						
Total						

TYPE OF REPORTING

	1	2	3	4	5	6
Report Card						
Home Visit						
School Visit						

Parent or Teacher Comments_____
Date

Parent's Signature_____

Parent or Teacher Comments_____
Date

Parent's Signature_____

Appendix: E

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE
757 Northwest 66th Street
Miami, Florida 33150

305 - 836-0012

Home Conference Report
or
School Conference Report

_____ Student ____ Pod _____ Date

_____ Teachers _____ Participants

Areas of Discussion:

Physical Progress

Social Progress

Emotional Progress

Academic Progress

Cooperative Decisions and Tasks:

All Participants

Parents

Teachers

Appendix: E

NEIGHBORHOOD EDUCATIONAL CULTURAL CENTERETTE
757 Northwest 66th Street
Miami, Florida 33150

305 - 836-0012

Observation-Conference Report

_____ ____ _____
Student Pod Date

_____ _____
Teachers Participants

Type of Observation: Video Tape___; Audio Tape___; Classroom Situation___

Teacher's Comment on Observation:

Educational Task Involvement

Social Involvement

Emotional Status

Style of Learning

Cooperative Decisions and Tasks Based on Observation:

Parents

Teachers

Appendix F

INSERVICE PROJECT: MULTI-MEDIA MATERIALS

Books On Negro History & Culture

Adams, Russell L., Great Negroes, Past & Present, Chicago, Afro-Am Publishing Co., 1964.

American Oil Company, American Traveler's Guide to Negro History, Chicago, N/D.

Anderson, Marion, My Lord, What a Morning, New York, Viking Press, 1968.

Ardrey, Robert, African Genesis, New York, Doll Publishing Co., 1961.

Baldwin, James, Blues for Mister Charlie, New York, Dial Publishing Company, 1964.

Beim, Lorraine, Two is a Team, New York, Harcourt, Brace & World.

Belfrage, Sally, Freedom Summer, New York, Viking Press, 1965.

Benedict, Ruth, Race, Science, & Politics, New York, Viking Press, 1945.

Bennett, Lerone, Jr., Before the Mayflower, Chicago, Johnson Publications, 1619-1964.

Berkley, E. S., Big & Little, Up & Down, Chicago, Scott, Foresman & Co.

Bontemps, Arna, American Negro Poetry, New York, Hill & Wang Publishing Co., 1963.

Bontemps, Arna, Black Thunder, Boston, Beacon Press, 1969.

Bontemps, Arna, Story of George Washington Carver, New York, Grosset & Dunlap, 1954.

Bontemps, Arna, 100 Years of Negro Freedom, New York, Dodd, Mead Publishing Co., 1961.

Bradford, Armory, Oakland's Not For Burning, New York, McKay Publishing Co., 1968.

Brink, William and Harris, Louis, Black and White, New York, Simon & Schuster, SS.

Brink, William and Harris, Louis, The Negro Revolution in America, New York, Simon & Schuster, 1964.

Buckmaster, Henrietta, Flight to Freedom: The Story of the Underground Railroad, New York, Crowell Publishing Co., 1958-1968.

Burchard, Peter, One Gallant Rush, New York, St. Martin's Publishing Company, 1965.

Campanella, Roy, It's Good To Be Alive, Boston, Little, Brown & Co., 1959.

Caughey, J. W., Franklin, J. H., Land of the Free, New York, Benziger Brothers, Inc., 1966.

Clark, Kenneth B., Prejudice and Your Child, Boston, Beacon Press, 1968.

Clayton, Ed., Martin Luther King, New Jersey, Prentice-Hall, Inc., 1968.

Cleaver, Eldridge, Soul On Ice, Missouri, McGraw-Hill Book Co.

Cohen, Miriam, Will I Have A Friend?, New York, Macmillan & Co.

Cuban, Larry, The Negro in America, Chicago, Scott, Foresman & Co., 1964.

Davidson, Basil, The African Slave Trade, Boston, Little, Brown & Company, 1961.

Davidson, Basil, Guide to African History, New York, Doubleday & Co., Inc.

DeCoy, Robert H., The Nigger Bible, California, Blawhit Inc., 1967.

Dobler, Lavinea, Brown, William A., Great Rulers of the African Past New York, Doubleday & Co., Inc.

71

Douglas, William O., Lincoln and the Negroes, New York, Atheneum Publishing Company, 1966.

Durham, P., Jones, E., Adventures of the Negro Cowboys, New York, Dodd-Mead Publishing Co., 1966.

Felt, Sue, Rosa-Too-Little, New York, Doubleday Co., Inc.

First Conference of Negro Writers, The American Negro Writer and His Roots, New York, American Society of African Culture, 1960.

Franklin, John Hope, Reconstruction: After the Civil War, Chicago, University of Chicago Press, 1967.

Goldwin, Robert A., 100 Years of Emancipation, Chicago, Rand-McNally & Co., 1964.

Griffen, John Howard, Black Like Me, New York, Houghton-Mifflin Co., 1961.

Hentoff, Nat, Our Children Are Dying, New York, Viking Press, 1966.

Hentoff, Nat, The New Equality, New York, Viking Press, 1964.

Hughes, Langston, First Book of Jazz, New York, Watts Publishing Co., 1951.

Isaacs, Harold R., The New World of Negro Americans, New York, Viking Press, 1963.

Johnson, Charles S., Growing Up in the Black Belt, New York, Schocken Books, Inc., 1967.

Johnson, J. W., Johnson, J. R., The Books of American Negro Spirituals, New York, Viking Press, 1969.

Jones, LeRoi, Blues People, New York, Morrow Publishing Co., 1963.

Jones, LeRoi, Dutchman & the Slave, New York, Morrow Publishing Co., 1964.

Keats, Ezra J., Whistle For Willie, New York, Viking Press.

King, Martin Luther, Jr., Stride Toward Freedom, Pennsylvania, Harper & Row Publishers, 1958.

Lawrence, Randall, Negro American Heritage, California, Century Schoolbook Press, 1968.

Lexau, J. M., Benjie, New York, Dial Publishing Company.

Litwak, Leon J., North of Slavery, Chicago, University of Chicago Press, 1961.

Logan, Rayford W., The Negro in the United States, Indiana, Indiana University Press, 1957.

Malcolm X, Autobiography of Malcolm X, New York, Grove Press, Inc., 1965.

Mann, Arthur, The Jackie Robinson Story, New York, Grosset Publishing Company, 1956.

McRae, N., Blocker, J., American Negro, A History in Biography and Pictures, Detroit, Impact Enterprises, Inc., 1965.

Meltzer, Milton, In Their Own Words: History of the American Negro, New York, Crowell Publishing Co., 1619-1865, 1964.

Meltzer, Milton, In Their Own Words: History of the American Negro, 1865-1916, New York, Crowell Publishing Co., 1965.

Meltzer, Milton, In Their Own Words: History of the American Negro, 1916-1966, New York, Crowell Publishing Co., 1967.

Miami Herald, Miami Negroes, Miami, Florida.

Miller, W., The Cool World Hiptionary, Boston, Little, Brown & Co.

Mitchell, G. E., Peach, William H., III, The Angry Black South, New York, Corinth Publishing Co., 1962.

NAACP, Black Heroes of the American Revolution, New York, NAACP.

Osborn, Peggy A., The Meeting, Chicago, Afro-Am Publishing Co., 1968.

Quarles, Benjamin, The Negro in the American Revolution, North Carolina, University of North Carolina Press, 1961.

Rogers, J. A., World's Great Men of Color, Vol. I, New York, J. A. Rogers, 1947.

Rogers, J. A., World's Great Men of Color, Vol. II, New York, J. A. Rogers, 1947.

Rose, Arnold, The Negro in America, Chicago, Scott, Foresman & Co., 1964.

Roy, J. H., Turner, G. C., Pioneers of Long Ago, Washington, D. C., Associated Publishers, 1951.

Schuchter, Arnold, White Power, Black Freedom, Boston, Beacon Press, 1963.

Scott, A. H., Sam, New York, McGraw-Hill Book Company.

Shackelford, Jane D., Child's Story of the Negro, Washington, D. C., Associated Publishers, 1968.

Shackelford, Jane D., My Happy Days, Washington, D. C., Associated Publishers, 1944.

Showers, Paul, Your Skin and Mine, New York, Crowell Publishing Co.

Silberman, Charles E., Crisis in Black and White, New York, Random House, Inc., 1964.

Starkey, Marion L., Striving to Make it My Home, New York, Norton Publishing Co., 1964.

Thomas, John L., Slavery Attacked: The Abolitionist Crusade, New Jersey, Prentice Hall, 1965.

Udry, Janice M., What Mary Jo Shared, Chicago, A. Whitman & Company.

Ulanov, Barry, Handbook of Jazz, New York, Viking Press, 1957.

Welsch, Erwin K., The Negro in the United States, Indiana, Indiana University Press, 1965.

Wiltse, Charles M., David Walker's Appeal, New York, Hill & Wang Publishing Company, 1965.

Wish, Harvey, The Negro Since Emancipation, New Jersey, Prentice-Hall, 1964.

Woodward, C. Vann, The Burden of Southern History, Louisiana, Louisiana State University Press, 1968.

Yashima, Taro, Umbrella, New York, Viking Press.

Magazines

Ebony Magazine
Grade Teacher
Instructor Magazine
Journal of Negro History
The Negro History Bulletin

Tapes, Records

The Association for the Study of Negro Life and History, Black Treasures, Georgia, Coca-Cola USA.

Tapes and slide presentations prepared by consultants and staff.

See Appendix A: Inservice Project Consultants.

Appendix B: Instructional Materials, Supplies and Equipment.

PROFESSIONAL BOOKS (Permanent and loaned books)

Almy, Millie, Ways of Studying Children, New York, Teachers College Press, 1962.

Almy, Millie, Young Children's Thinking, New York, Teachers College Press, 1963.

Ashton-Warner, Sylvia, Teacher, New York, Simon & Schuster, 1963.

Assoe, For Supervision and Curriculum Development, Learning and Mental Health In the School, Washington, D. C., 1966.

Bernard, Harold W., Psychology Of Learning And Teaching, New York, McGraw-Hill Book Company, 1965.

Birge, Morris, Learning Theories For Teachers, New York, Harper and Row, 1964.

Brogan, Peggy, Fox, Helping Children Read, New York, Holt, Rinehart, and Winston, Inc., 1964.

Bruner, Jerome, The Process of Education, New York, Vintage Books, 1963.

Carroll, John B., Language And Thought, New Jersey, Prentice-Hall Inc., 1965.

Cohen, Dorothy H., Observing And Recording The Behavior Of Young Children, New York, Teachers College Press, 1966.

Combs, Arthur, Perceiving, Behaving, Becoming: A New Focus For Education, Washington, D. C., Association for Supervision and Curriculum Development, 1962.

Commission on English Curriculum, Language Arts For Today's Children, New York, Appleton-Century-Crofts, 1954.

Deutch, Martin, The Disadvantaged Child and The Learning Process, New York, Teacher's College.

Ellison, Alfred, Music With Children, New York, McGraw-Hill Book Company, 1959.

Fisher, Dorothy C., The Montessori Manual, Massachusetts, Robert Bentley, Inc., 1964.

Foster, and Headley, Education In The Kindergarten, New York, American Book Company, 1966.

Frost, Joe L., and Hawkes, Glen R., The Disadvantaged Child; Issues and Innovations, New York, Houghton Mifflin Company, 1966.

Grams, Armin, Facilitating Learning and Individual Development, Minnesota Department of Education Co., 1958.

Gray, Susan; Klaus, R.; Miller, J.; Forrester, B., Before First Grade, T. C., 1966.

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